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ABSTRACT

This guide contains the materials required to teach a 36-hour program of competency-based instruction designed to meet the needs of teen single parents who require additional skill building before entering the job market or a job training program. The course is divided into 4 learning modules that cover 18 competencies as follows: taking responsibility for oneself (assessing self-esteem and self-talk, making transitions, maintaining wellness, understanding one's legal rights); communicating effectively (developing effective verbal communication and listening, maintaining effective behavior); balancing family, school, and self (managing stress, time, and finances; developing a personal support system; and nurturing children); and skills to enhance effectiveness (developing self-motivation, making appropriate and realistic decisions, accessing role models and mentors, attaining/enhancing basic academic skills, and understanding differences in the work force). Each module contains some or all of the following components: list of materials provided for each competency; overview of the content addressed in each section; list of additional resources; background information about each topic, including outlines for instructors, student handouts, and transparency masters; and learning activities. Also included are strategies for conducting class discussions and learning activities and lists of teen barriers to education, employment, and empowerment and skills required for the workplace. (MN)

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Success Skills Curriculum

for Teen Single Parents

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Success Skills Curriculum for Teen Single Parents

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Success Skills for Teen Single Parents

Success Skills for Teen Single Parents is a revised version of a curriculum designed for use in single parent/displaced homemaker programs. The original curriculum, *Success Skills Curriculum for Single Parents and Displaced Homemakers*, was initiated by Fran Johnson, Sex Equity Consultant, Wisconsin Board of Vocational, Technical and Adult Education and supported through the Single Parent set-aside of the Carl Perkins Vocational and Applied Technology Education Act, P.L. 98-524. The *Success Skills Curriculum* was researched and compiled by Margaret A. Nash and Tamara Norden; Barbara Dougherty and Roger Lambert of the Center on Education and Work supervised the project. This edition of *Success Skills for Teen Single Parents* was initiated by Eyvonne Crawford-Gray of the Department of Public Instruction and was also supported through the Single Parent set-aside of the Carl Perkins Vocational and Applied Technology Education Act, P.L. 98-524. *Success Skills for Teen Single Parents* was researched, revised and edited by Sarah Hendon, Center on Education and Work.

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Success Skills for Teen Single Parents

Introduction

Teen parents and others often need help planning for a career that will provide them with sufficient income. Before getting to the stage of career planning, however, some teen parents need to develop certain life skills. *Success Skills for Teen Single Parents* develops such skills as taking responsibility for self; communicating effectively; balancing family, school, and self; and enhancing effectiveness.

Audience

This curriculum guide is designed to meet the needs of teen single parents who require additional skill building before entering the job market or a job training program. Many of the materials in *Success Skills for Teen Single Parents* can be used to work with other teenagers, displaced homemakers, dislocated workers, JPTA clients, AFDC recipients, or new or reentry workers who require similar skills building.

Curriculum Length

Success Skills for Teen Single Parents is a roughly 36 hour program of instruction which is divided into four modules of approximately nine hours each. However, instructors can pull out individual modules, competencies, or activities and information to use independently.

Curriculum Components

Each indicator includes the following components: Contents, Overview, Resources, Information, Overhead, and Activity.

- **Contents:** The back of the title page for each competency contains a detailed list of the materials for that competency.
- **Overview:** Each competency is introduced with a general overview of the content.
- **Resources:** A list of additional resources have been included as further background information or reference material for the instructor.
- **Information:** This component provides instructors with background information on a particular topic. This information can be used as the basis for a lecture or discussion, or may be handed out to participants as appropriate. Highlights of this information are sometimes presented in the form of overheads (marked **Overhead**) to accompany lectures or discussion.
- **Activity:** In order to provide participants with practical experience with the subject material, a variety of classroom activities have been included in the curriculum guide.

Strategies for Classroom Discussions

Discussions can be a useful tool for encouraging active involvement throughout the course. Some strategies for handling discussions are:

Introduce the discussion by setting the scene and stating the objectives:

- What is the purpose of the discussion?
- Why is it important for them?
- What will they get out of it?

Start the discussion in one of the following ways:

- Describe a situation and ask participants how they would handle it.
- Set up a hypothetical situation and give the group a choice of actions, neither of which is acceptable. A reasonable third alternative will result while debating the pros and cons of each.
- Ask a question directed at the entire group to kick off the discussion without threatening anyone in particular.

Maintain the discussion once it gets started:

- Guide, don't dominate, the group. Avoid talking too much or interrupting participants when they are talking. Questions asked of you by other participants should be redirected whenever possible.
- Wait before giving participants the correct answer; allow time for them to think. More effective learning will take place this way than if you provide them with the answers.
- Be flexible when participants get off the track, but if they get too far for too long bring them back to the topic through normal conversation.
- Avoid making judgmental statements about participants or their viewpoints.
- Use a variety of questions to keep the discussion going, provide participants feedback, and encourage those not participating to join the discussion.

Summarize the discussion:

It is important to summarize a discussion to review and to reinforce the important learning points. Some summarizing techniques are:

- Keep the summary short.
- Relate the most important learning points back to the purpose.
- If additional points need to be made, do this before the summary. Note that this a summary of what *was* said, not what you *wish* was said.
- If you expect participants to summarize, let them know at the beginning so they have an adequate opportunity to do it well.

Strategies for Classroom Activities

There are several things you can do as an instructor to get the most out of the activities provided in this curriculum.

Introduce the activity in this order:

- Describe the activity briefly.
- Explain how the activity relates to the indicator for a particular competency.
- Give the time limits.
- Give instructions clearly.
- Hand out the instructional materials only after you have given the instructions.
- Pause for questions about the instructions.
- Tell participants when to start.
- Do not interrupt once the activity has begun.

Monitor the activity:

- Circulate in the classroom to gauge how the participants are progressing.
- Answer questions individually.
- Announce the time remaining near the end of the activity.
- If extra time is an option, ask, "Who needs more time?" Refrain from asking, "Is everyone finished?"

Debrief the activity with the entire group:

- With participant contributions, summarize the learning points from the activity.
- Relate these points to the original objective for the activity.
- Discuss issues that need more clarification.
- Provide a linking statement for a smooth transition into the next topic or activity.

Teen Barriers to Education, Employment, & Empowerment

Frequently victims of sexual abuse, dysfunctional families, drug abuse

Generational cycle of poverty and related psycho-social issues

Stigmatized as "outcast" child or woman to punish teen for sexuality

Onus of responsibility for pregnancy placed on teen woman rather than shared with male

Lack of hope, future motivation, and personal empowerment

Adolescence--a time between childhood and adulthood that is often unstable and confusing

Lack of knowledge of choices for the future

Lack of understanding of sex roles and socialization process

Teens often use manipulation as a survival mechanism (need to encourage identification, clarification, and communication of needs)

Increasing numbers of younger teens who are pregnant or parenting makes subsequent pregnancies more likely; frequent subsequent pregnancies

Unrealistic expectations

Little control of their lives

Low worth and self-esteem

Feelings of isolation

Lack of family support

Personal and family values and/or lifestyle are often self-destructive

Often teens experience the loss of a relationship after announcing pregnancy (need to address grieving)

Fantasies of being rescued by the child's father; the myth of Prince Charming

Rebellion towards authority

Satisfaction with status quo; a "laissez-faire" attitude

Often unable to maintain healthy relationships; unhealthy relationships with males

Poor program attendance

Low academic self-confidence

Greatly influenced by peer and media pressure

Lack responsible sexual decision-making skills

Poor contraceptive behavior

Tendency to internalize problems and build negative thoughts and fears

Avoidance and denial behaviors; don't identify self with problems or deny they have problems

Lack of positive parenting skills leading to frequent child abuse

Ineffective communication between grandparent and teen parent

Parental apathy

Fear of strangers caring for child

Fear of losing AFDC or becoming AFDC-dependent

Lack of support and accommodation by school

Fatigue, illness, and absence during and after pregnancy; poor health

Peer and/or partner pressure to have babies

Lack of spiritual orientation or positive values system

Dispersed programs in rural areas with small numbers

Lack of transportation in rural areas, especially for evening programs

Increasing numbers of homeless and transient teen parents due to lack of stable home environment, frequent moves, or poverty

Confusing or mixed media messages regarding sexuality, relationships, and birth control creating double standards

Often forced into early marriage by family and/or society

Multiple and complex legal problems: evictions, custody, abuse, support, etc.

Reprinted from *Resources for Strengthening Pregnancy and Parenting Programs*. Barbara Dougherty and A. Frances Lindner, Vocational Studies Center, University of Wisconsin-Madison, 1989.

The SCANS Report for America 2000

In June, 1991, the U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills published and released *What Work Requires of Schools--A SCANS Report for America 2000*. The national commission identified a matrix of skills and competencies which it deemed a necessary requirement of high school graduates or persons entering the workforce, and especially of those expecting to be successful, contributing members of that workforce. The report places particular emphasis on not only identified skills, but acceptable levels of proficiency, proficiency assessment, and strategies employers and educators are to consider in order for students to meaningfully experience the identified skills.

The SCANS report is divided into two categories: foundation skills (A Three Part Foundation) and five Competencies. The Foundation Skills include: 1) **Basic Skills**--reading, writing, arithmetic/mathematics, listening, and speaking; 2) **Thinking Skills**--creative thinking, decision making, problem solving, seeing things in the mind's eye, knowing how to learn, and reasoning; and 3) **Personal Qualities**--responsibility, self-esteem, sociability, self-management, and integrity/honesty. There are five SCANS Competencies: 1) **Resources** (identifies, organizes, plans, and allocates resources) including time, money, material and facilities, and human resources; 2) **Interpersonal** (works with others) including participates as a member of a team, teaches others new skills, serves clients/customers, exercises leadership, negotiates, and works with diversity; 3) **Information** (acquires and uses information) including acquires and evaluates information, organizes and maintains information, interprets and communicates information, and uses computers to process information; 4) **Systems** (understands complex inter-relationships) including understands systems, monitors and corrects performance, and improves or designs systems; and 5) **Technology** (works with a variety of technologies) including selects technology, applies technology to task, and maintains and troubleshoots equipment.

The SCANS Skills and Competencies present a complete framework in which educators can perform a basic skills evaluation of their curriculum. The development of *Success Skills for Teen Single Parents* included reference to the SCANS Skills and Competencies to insure a practical and meaningful learning experience for teen parents and others who use this curriculum. *Success Skills for Teen Single Parents* focuses primarily on the "Three-Part Foundation" of the SCANS Report, but also incorporates most of the skills addressed in the five Competencies. Following is a chart which explicates the relationship of *Success Skills for Teen Single Parents* to the SCANS Foundation and Competencies.

**Success Skills for Teen Single Parents* is not meant to be a tool for specific technological or systems training. Therefore it addresses the last two competencies, Systems and Technology, in only a general manner.

Three-Part Foundation	1.0 Assessment of Self-Esteem	2.0 Assessment of Self-Talk	3.0 Skills to Make Transitions	4.0 Skills to Maintain Wellness	5.0 Understanding One's Legal Rights	6.0 Skills to Effective Communication	7.0 Skills to Effective Listening	8.0 Skills to Maintain Effective Behavior	9.0 Skills to Manage Stress	10.0 Skills to Manage Time	11.0 Skills for Making Ends Meet ($)	12.0 Skills to Develop a Support System	13.0 Skills to Nurture Family and Friends	14.0 Skills to Develop Self-Motivation	15.0 Skills to Make Appropriate Decisions	16.0 Skills to Access Role Models/Mentors	17.0 Attaining/Enhancing Academic Skills	18.0 Understanding Differences
BASIC SKILLS																		
A. Reading	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
B. Writing	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
C. Arithmetic/Mathematics											•						•	
D. Listening							•											
E. Speaking						•		•										
THINKING SKILLS																		
A. Creative Thinking (Generates new ideas)			•											•	•			
B. Decision Making			•											•	•			
C. Problem Solving			•											•	•		•	
D. Seeing Things in the Mind's Eye (organizes & processes symbols)	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•
E. Knowing How to Learn (use efficient learning techniques)																	•	
F. Reasoning														•	•		•	
PERSONAL QUALITIES																		
A. Responsibility (effort, perserveres towards goal attainment)		•	•											•				
B. Self-Esteem	•																	
C. Sociability						•	•	•					•					
D. Self-Management (assesses self, sets goals, monitors progress)	•		•											•	•		•	
E. Integrity/Honesty (chooses ethical courses of action)	•																	

Five Competencies	1.0 Assessment of Self-Esteem	2.0 Assessment of Self-Talk	3.0 Skills to Make Transitions	4.0 Skills to Maintain Wellness	5.0 Understanding One's Legal Rights	6.0 Skills to Effective Communication	7.0 Skills to Effective Listening	8.0 Skills to Maintain Effective Behavior	9.0 Skills to Manage Stress	10.0 Skills to Manage Time	11.0 Skills for Making Ends Meet ($)	12.0 Skills to Develop a Support System	13.0 Skills to Nurture Family and Friends	14.0 Skills to Develop Self-Motivation	15.0 Skills to Make Appropriate Decisions	16.0 Skills to Access Role Models/Mentors	17.0 Attaining/Enhancing Academic Skills	18.0 Understanding Differences
Resources: Identifies, organizes, plans, and allocates resources																		
A. Time (selects goal-relevant activities, ranks them, allocates them)										•								
B. Money (uses or prepares budgets, makes forecasts, keeps records)											•							
C. Material and Facilities (acquires, stores, allocates, and uses efficiently)											•							
D. Human Resources (assesses skills and distributes work accordingly)												•						
Interpersonal: Works with Others																		
A. Participates as Member of a Team						•		•										
B. Teachers Others New Skills														•				
C. Serves Clients/Customers (works to satisfy customers' expectations)																		
D. Exercises Leadership (communicates ideas, persuades and convinces)						•		•										
E. Negotiates (works toward agreements involving exchanges of resources)								•										
F. Works with Diversity (works well with people from diverse backgrouns)																		•
Information: Acquires and Uses Information																		
A. Acquires and Evaluates Information	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
B. Organizes and Maintains Information												•						
C. Interprets and Communicates Information						•	•											
D. Uses Computers to Process Information																		
Systems: Undertands Complex Inter-relationships*												•						
Technology: Works with a Variety of Technologies*																	•	

Resources

The following resources have been used throughout this curriculum:

Career Smart: Curriculum Guide for Making Smart, Healthy Decisions. Minnesota Curriculum Services Center, Little Canada, MN, 1987.

Career Survival Kit for Teen Education and Employment. Life Skills Workbook: A Guide to Personal Growth. A Frances Lindner, Vocational Studies Center (Center on Education and Work), University of Wisconsin-Madison, 1987.

Life Skills for Single Parents: A Curriculum Guide. Beverly M. Uhlenberg and Cary E. Estrom, University of North Dakota, Grand Forks, 1988.

Reentry Women Project Curriculum. Moraine Park Technical College, Fond du Lac Campus, Fond du Lac, WI, 1989.

Single Parent/Homemaker Training for Life Skills Handbook--Final Report. Office of Vocational Education, Kentucky Department of Education, 1987 and 1988.

Materials from Mary Jo Coffee, Waukesha County Technical College, Pewaukee, WI.

Success Skills for Teen Single Parents
Outline

MODULE 1: TAKING RESPONSIBILITY FOR SELF

- 1.0 ASSESSMENT OF SELF-ESTEEM
  - 1.01 Define self-esteem
  - 1.02 Assess one's self-esteem
  - 1.03 Describe one's self-image and values
  - 1.04 Evaluate attitudes, myths, stereotypes and childhood messages
  - 1.05 Identify leadership skills to improve self-esteem
- 2.0 ASSESSMENT OF SELF-TALK
  - 2.01 Define self-talk
  - 2.02 Identify examples of irrational and rational self-talk
  - 2.03 Demonstrate appropriate self-talk
- 3.0 SKILLS TO MAKE TRANSITIONS
  - 3.01 Describe the phases of the transitional process
  - 3.02 Identify barriers to effective transitioning
  - 3.03 Develop a personal strategy for transition
- 4.0 SKILLS TO MAINTAIN WELLNESS
  - 4.01 Describe physical, intellectual, emotional, social and spiritual health
  - 4.02 Assess one's state of health
  - 4.03 Identify strategies to maintain health
- 5.0 UNDERSTANDING ONE'S LEGAL RIGHTS
  - 5.01 Identify legal rights
  - 5.02 Describe the avenues to self-empowerment

MODULE 2: COMMUNICATING EFFECTIVELY

- 6.0 SKILLS TO DEVELOP EFFECTIVE VERBAL COMMUNICATION
  - 6.01 Identify different types of communication styles
  - 6.02 Assess assertiveness
  - 6.03 Demonstrate communication styles
  - 6.04 Identify the roles of people in a group
- 7.0 SKILLS DEVELOP TO EFFECTIVE LISTENING
  - 7.01 Identify listening skills
  - 7.02 Identify barriers to listening
  - 7.03 Demonstrate effective listening skills
- 8.0 SKILLS TO MAINTAIN EFFECTIVE BEHAVIOR
  - 8.01 Demonstrate skills to effectively express ideas and emotions, especially during conflict
  - 8.02 Identify barriers to effective communication
  - 8.03 Demonstrate effective techniques to get what one believes in

MODULE 3: BALANCING FAMILY, SCHOOL, AND SELF

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  - 9.02 Identify causes of stress
  - 9.03 Identify personal responses to stress
  - 9.04 Identify positive ways to manage stress
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  - 10.02 Develop organizational skills
  - 10.03 Identify positive time management techniques to balance family, school and self
  - 10.04 Identify community resources to manage time

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    11.01 Assess financial attitude
    11.02 Define financial management
    11.03 Identify personal financial assets and liabilities
    11.04 Develop a personal financial plan
    11.05 Identify community resources for financial management
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    12.01 Define support system
    12.02 Identify personal areas in need of support
    12.03 Identify community resources for support systems
    12.04 Demonstrate skills to develop a personal support system
    12.05 Demonstrate skills to identify and maintain healthy relationships
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    13.01 Describe nurturing
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    13.03 Identify strategies for appropriate discipline
    13.04 Identify community resources for nurturing family members and friends

MODULE 4: SKILLS TO ENHANCE EFFECTIVENESS

14. SKILLS TO DEVELOP SELF-MOTIVATION
    14.01 Identify appropriate motivational skills
    14.02 Develop a personal motivational plan
    14.03 Identify roadblocks to achieving one's personal motivational plan
    14.04 Identify resources to help deal with roadblocks
15. SKILLS TO MAKE APPROPRIATE AND REALISTIC DECISIONS
    15.01 Identify problem-solving and decision-making models
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    15.03 Develop an individual decision-making/problem-solving action plan
    15.06 Identify resources and strategies to overcome roadblocks
16. SKILLS TO ACCESS ROLE MODELS AND MENTORS
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    16.04 Demonstrate confidence in asking for support, information and assistance
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    17.01 Identify common barriers to academic success
    17.02 Demonstrate skills in overcoming barriers
    17.03 Identify technical skill deficiencies
    17.04 Demonstrate skills in overcoming technical skill deficiencies
    17.05 Identify potential barriers to success in a nontraditional occupation
    17.06 Assess study skill deficiencies
    17.07 Identify and access resources for continuous study skills improvement
18. UNDERSTANDING DIFFERENCES IN THE WORKFORCE
    18.01 Develop an awareness of differences in cultures
    18.02 Identify changing workforce and personal impact upon the workforce
    18.03 Develop empathy in working with people from different cultures
    18.04 Identify benefits of working with other cultures

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Competency 6.0
SKILLS TO EFFECTIVE VERBAL COMMUNICATION

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Discussion Tips for Communicating Effectively 6-4
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Discussion Examples of Appropriate Use of Conflict Styles 6-13
Discussion What is Nonverbal Communication 6-14
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Overhead How to Say "No" 6-23
Discussion Your Assertive Rights 6-24
Discussion Asserting Your Sexual Rights and Responsibilities 6-25
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Overhead: You Have the Responsibility 6-28
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Competency 7.0
SKILLS TO DEVELOP EFFECTIVE LISTENING

7.01 Identify listening skills
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7.02 Identify barriers to listening
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7.03 Demonstrate effective listening skills
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Competency 8.0
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8.02 Identify barriers to effective communication
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Module 3
Balancing Family, School, and Self

Competency 9.0
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9.02 Identify causes of stress
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9.03 Identify personal responses to stress
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9.04 Identify positive ways to manage stress
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Competency 10.0
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Competency 11.0
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12.04 Demonstrate skills to develop a personal support system

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14.03 Identify roadblocks to achieving one's personal motivational plan
Activity Making a Dream Come True 14-14
Discussion Dealing with Setbacks and Discouragements 14-15
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15.01 Identify problem-solving and decision-making models
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Discussion Confronting Math Anxiety . . . 17-3

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17.05 Identify potential barriers to success in a nontraditional occupation
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17.06 Assess study skill deficiencies
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17.07 Identify and access resources for continuous study skills improvement
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Competency 18.0
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18.01 Develop an awareness of differences in cultures
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18.02 Identify changing workforce and personal impact upon the workforce
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Overhead: Three Basic Assumptions 18-23
Activity Combatting Career Stereotypes 18-24
Activity Combatting Personal Stereotypes 18-25
Activity Family Influence on Racial Attitudes 18-26
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18.04 Identify benefits of working with other cultures
Discussion
Role Play

Competency 1.0
Overview

Self-esteem is the measure of how people feel about themselves; it describes how positively or negatively they view their own self-image. A healthy level of self-esteem is a necessary cornerstone for pursuing almost anything, from personal goals to career aspirations. Yet for young women, low self-esteem is a common problem, one which keeps them from realizing their full potential. Teenage parents may be undergoing radical changes in their self-concepts, their lifestyles, their relationships with others, and their visions of the future. They may be particularly vulnerable to feelings of doubt and hopelessness. Dealing with issues of self-esteem, then, is a necessary first step in developing the sort of "success skills" this curriculum stresses.

This competency addresses issues of self-esteem as they relate to teen parents, both helping to identify problems with low self-esteem and presenting methods for improving self-esteem. Participants completing Competency 1.0: Assessment of Self-Esteem will be able to:

1.01 Define self-esteem
1.02 Assess one's self-esteem
1.03 Describe one's self-image and values
1.04 Evaluate attitudes, myths, stereotypes and childhood messages
1.05 Identify leadership skills to improve self-esteem

The first section, Indicator 1.01, offers a working definition of self-esteem and addresses self-esteem as an important issue for young women. Indicator 1.02 provides a number of different exercises to help participants evaluate their own level of self-esteem. Following this, participants are invited to examine their personal self-concept in Indicator 1.03. Indicator 1.04 addresses the gender stereotypes, socialized behavior patterns, and childhood messages that affect the way we feel about ourselves. Finally, Indicator 1.05 identifies the means by which participants can improve their self-esteem.

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Self-Concept

Our self-concept or self-image is the set of beliefs we have about ourselves. For instance, most persons reading this curriculum hold a"picture" of themselves based on their sex, race, nationality, physical features, roles, aptitudes, or attributes. We are grounded in this self-concept identity and it serves to focus our existence. By contrast, our level of self-esteem (or self-love, self-respect, self-worth) concerns how much we like or approve our self-concept. It is the "grade" we give ourselves.

None of us are born with intact self-concept or self-esteem. The basic ideas we have about ourselves are acquired from two main sources: how others treated us and what they told us about ourselves. In infancy, the amount of affection, food, touching, physical care and warmth we received conveyed a non-verbal aspect of love and worthiness. With the development of language, what others told us about ourselves added to our developing self-concept. Away from the influence of home, we learned basic ideas about who we were, and also about who we should be; our "perceived" self vs. our "ideal" self. The distance between perceived self and ideal self is one measure of our self-esteem.

Self-concept is more than just the sum of its parts. We put together various components to build a collage of self--those that we hold most dear form our "core self" (for example: I am a woman, mother, competent person, pretty). Other less important aspects may be peripheral (good cook, athlete). It may be possible to have a self-concept of positive images, but if these positive images are down-played--placed on the periphery--low self-esteem will result. Additionally, there may be a difference between specific and global aspects of self-esteem. For specific self-esteem, we may value ourselves in a certain area . . . "I'm a good student," whereas global self-esteem is a measure of how much we like and approve of ourselves as a whole.

The status of women in our society adds an additional handicap to the development of their self-esteem. Prior to the advent of women's rights and equal opportunity legislation, women were externally oppressed by a male-dominated culture and society. Although legislation has alleviated external oppression to some degree, what remains is a form of internal oppression fortified by unexamined and unchallenged attitudes and beliefs.

When male babies are valued over female babies, when male and female roles are strictly delineated (with the male role receiving greater emphasis and value), when "women's work" is undervalued and underpaid, when females are "career counseled" toward limited career choices, then it may be stated that women in society are relegated to a second value position. A woman who is taught from childhood that she is of less value than a male may easily come to believe it. Her lack of faith in her own worth may seriously hinder the development of self-concept and self-esteem.

We can begin to change our self-concept and to build self-esteem through self-examination and changing our attitudes and behaviors. Activities which address both the establishment of a positive self-concept and associated self-esteem proceed along a continuum of self-awareness, self-communication, and self-management. Self-awareness activities can help persons define core beliefs and values basic to the development of a positive self-concept. Self-communication activities relate to those internal self-esteem messages we use to evaluate ourselves. Self-management activities promote changed behavior. First awareness, then a change in thinking, followed by a change in behavior. In reality all three aspects may emerge simultaneously, but each must be identified and supported emotionally, cognitively, and behaviorally before lasting change may be effected.

Resource: Sanford, L.T.; and Donovan, M.E. *Women and Self-Esteem: Understanding and Improving the Way We Think and Feel About Ourselves.* (1986, 4th Printing). Penguin Books.

Adapted from *Single Parent/Homemaker Training for Life Skills Handbook--Final Report*. Office of Vocational Education, Kentucky Department of Education, 1988.

Characteristics of High and Low Self-Esteem

Directions: Determine whether each of the following phrases is characteristic of high or of low self-esteem. Draw a line through the phrases that characterize low self-esteem.

- Believes strongly in certain principles and values
- Is overly sensitive to criticism
- Is afraid to make a mistake
- Is overly critical of others and self
- Is capable of acting in own best judgment
- Has few health problems
- Blames others
- Genuinely enjoys self and life
- Participates in wide variety of activities
- Feels equal to others as a person
- Feels persecuted
- Fears competition
- Is reluctant to try new things
- Is over-responsive to praise
- Resists efforts of peers to dominate or sway
- Feels confident in ability to deal with challenging situations, despite failures and setbacks
- Is sensitive to needs of others
- Is shy, timid, withdrawn
- Is uncertain of own opinions and values
- May be jealous and possessive
- Is flexible, adaptable in changing situations
- Cares about others
- Has difficulty entering loving relationships
- Is happy, energetic, enthusiastic
- Enjoys life

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1.01 Activity

How Well Do You Like Yourself?

1. Pass out "How Well Do You Like Yourself?" Go over the instructions. Ask the participants to mark their responses quickly, based on their first impression (allow five minutes total). Stress being honest. Emphasize that they will not be sharing these answers with anyone unless they so choose.

2. Tell the participants to score the quiz by adding the numbers.

44 - 55	Very high self-esteem, positive self-worth, accept one's self as okay.
34 - 43	Self-esteem is okay, good self-worth, fairly well-accepting of self and station in life. May wish to improve a little on self-image.
24 - 33	Self-esteem is low, but still okay. Acceptance of self and one's worth is less than one might like. Could do work on improving one's self-image and accepting one's self as being the only one they have.
Below 24	Person is in **not okay** position. Self-worth and self-esteem lower than desirable. Needs encouragement and support from others. Needs work on changing "losing" attitudes and behaviors.

3. You might discuss with participants why a 0 or a 1 was marked for a given item. Be careful not to put the person down if he or she shares why. Don't let other participants try to argue the person out of a low score. Just listen! Ask the participants to think of one thing each can do to better accept himself or herself in order to improve self-image in relation to that item.

Compiled by J. Jones, Southwest District Specialist, Home Economics, and J. Morgan-Coures, Preble County Extension Agent, Home Economics, Ohio Cooperative Extension Service. Reprinted from *Family and Career Transitions Resource Guide*, 1989, by permission of the Division of Vocational and Career Education, Ohio Department of Education, Columbus, Ohio.

1.02 Activity

How Well Do You Like Yourself?

Here is a way of looking at your self-concept. By truthfully answering the following statements, you can get a general idea of how happy you are with yourself. Next to each statement, put a number that reflects your feelings about the statement.

3 if it's true most of the time
2 if it's true some of the time
1 if it's only rarely true
0 if it's not true at all

____ 1. I enjoy waking up in the morning.

____ 2. I'm usually in a good mood, day or night.

____ 3. When I look in a mirror, I really like what I see.

____ 4. If I were a member of the opposite sex, I'd find me quite attractive.

____ 5. I really enjoy my work.

____ 6. I always have plenty of energy.

____ 7. I'm basically quite an optimistic person.

____ 8. I can laugh at my mistakes.

____ 9. If I could live my life over, there is very little I'd change in things I've done.

____ 10. I'm a very interesting person.

____ 11. I like the direction that I am growing and changing as a person.

____ 12. Other people really show they care about me.

____ 13. I am a kind and loving person.

____ 14. The people I care about really value my opinions and ideas.

____ 15. I do not wish that I were someone else.

____ 16. I'm not afraid to express my feelings.

____ 17. There aren't very many people I'd trade places with in life.

____ 18. I lead an interesting and rewarding life.

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Positive Profile Point Quiz

Directions: Add or subtract points below to determine your "P.Q." (Positive Quotient). (+ means add; - means subtract).

+ 5 if you...

_____ Enjoy your life most of the time.
_____ Make some time for yourself each day.
_____ Try to see the positive in negative events.
_____ Are an active member of an organization or group.
_____ Enjoy change.
_____ Are willing to take a risk.
_____ Look for the best in others.
_____ Enjoy being alone with yourself.
_____ Like yourself most of the time.
_____ Are becoming more assertive about doing what you think is right.
_____ Have thought of some more alternatives for your future.
_____ Are in good overall physical condition.
_____ Have several coping mechanisms for yourself.
_____ Share with others your talents and abilities.
_____ Have done something nice for someone else today.

- 5 if you...

_____ You often say "if only," "but," or "can't."
_____ Want things to stay the same.
_____ Often procrastinate and put off what needs to be done.
_____ Often remain silent about issues that are important to you.
_____ Emphasize the negative aspects of life and the future.

Your total points = ________ Compare your total points to the scale below:

75 = You are positive plus and can cope with anything.
60 - 70 = You are positive most of the time and can handle life well.
45 - 55 = You are sometimes positive and may want to try to maximize the positive.
30 - 40 = Once in a while you are positive, but you may want to try to minimize the negative.
0 - 25 = You are seldom positive and may be "happier being unhappy" -- think about it!

Reprinted from *Single Parent/Homemaker Training for Life Skills Handbook:* ***Final Report***, 1987, by permission of the Kentucky Department for Adult and Technical Education, Frankfort, Kentucky.

1.02 Activity

Getting to Know Me and You

Choose a partner (someone that you do not know well) and complete this activity.

From the list of questions, you and your partner should choose four questions to discuss in order to introduce yourselves. Try to avoid "census" information such as grade, job title, age, marital status, etc.

After you have completed this activity as partners, find another pair to share this information about each other. Partners should introduce each other, paraphrasing the previous discussion.

a) What is one significant fact about who you are today?

b) What is one event you are really looking forward to?

c) Who is one person who has greatly influenced your life?

d) What is one thing you like about being female? One you dislike?

e) What is one thing you like about school or work? One thing you dislike?

f) When are you happiest being female? Most unhappy?

g) What is one skill you are proud to have?

h) Who is a male you truly admire?

i) Who is a female you truly admire?

j) What is one thing you are carrying with you now which represents your femininity?

Adapted from *Single Parent/Homemaker Training for Life Skills Workbook--Final Report*. Office of Vocational Education, Kentucky Department of Education, 1988.

1.03 Activity

All About Me

Fill in the blanks at the end of the sentence with your immediate reaction.

1. My parents wish I would ____________________
2. Before I die I hope to ____________________
3. Someone I trust is ____________________
4. I'd like to learn more about ____________________
5. A woman I admire is ____________________
6. I strongly believe in ____________________
7. Most of my friends don't know ____________________
8. I'm proud of ____________________
9. A man I admire is ____________________
10. I daydream about ____________________
11. What I want most is ____________________
12. A boyfriend is someone who ____________________
13. A girlfriend is someone who ____________________
14. My friends would describe me as ____________________
15. My (cultural/ethnic) background is ____________________
16. I find it difficult to ____________________
17. Compared to others I ____________________

Developed by Nancy Deutsch and Roberta Gassman for Women's Education Resources, UW Extension and Bureau for Vocational Education, Wisconsin Department of Public Instruction.

1.03 Activity

What Are Your Values?

Values are the things that have meaning or significance to us. They are the things that we feel have worth or are desirable and important. They are what we believe in, what we feel good about. Values give us direction in our lives and help us make choices.

Values are formed by our relationships and experiences with the world around us. For example, our family, friends, community, culture, or spiritual or religious background all contribute to forming our values.

Values influence the way we think about things and the way we respond to people, situations, and events. They influence our attitudes and choices about things like work, school, relationships, culture, money, war and peace, rules and authority, politics, and religion.

Values guide you in decisions you make. Choices about occupations should be based on values and abilities. The more you know about what you believe in, the better able you will be to make sound decisions.

Your Values are a Part of You

Values are an important part of your personality and identify who you are. Being aware of your values will teach you more about yourself and how you think about things. Always try to match your long and short term goals with your values. You are more likely to be happy with the choices you make.

Values can change over time. As you get older and have new experiences, other things will become important to you. You can change your values as these new experiences change you. This is part of your personal growth. Some values will stay the same as you take on new ones.

Sometimes our values are unclear to us. Identifying them will help guide important decisions.

Reprinted from *Career Survival Kit for Teen Education and Employment. Life Skills Workbook: A Guide to Personal Growth*. Frances Lindner, Vocational Studies Center, University of Wisconsin-Madison, 1987.

1.03 Information

What's Important to Me

The following items are only some examples of values. For each one, place a check in the column that indicates how much you value that item: very much, somewhat, not much, not at all. After you have completed the list, go back and look over your responses. On the sheet following this exercise, list those things you value most and those that you value least.

	very much	somewhat	not much	not at all
My child				
My family				
World peace				
Being loved				
Education				
Physical exercise				
Equality				
People				
Having a positive attitude				
Relationships				
Community volunteer work				
A high school diploma				
Religion/spirituality				
Independence				
Helping others				
Learning				
Power				
Nature				
Money				
Honesty				
Good grades				
Setting goals				
Deciding my future				
Fairness				
Dependability				
Peace				
Ethnic heritage				
Obedience				

Material possessions	____	____	____	____
Generosity	____	____	____	____
Respect	____	____	____	____
Adventure	____	____	____	____
Friendship	____	____	____	____
Equality for all people	____	____	____	____
Goals	____	____	____	____
Justice	____	____	____	____
Security	____	____	____	____
Work	____	____	____	____
Social lifestyle	____	____	____	____
Good health	____	____	____	____
Being helpful to others	____	____	____	____
Determination	____	____	____	____
Assertiveness	____	____	____	____
Cooperation	____	____	____	____
Emotions	____	____	____	____
Curiosity	____	____	____	____
Ambition	____	____	____	____
Art/Music	____	____	____	____
Intelligence	____	____	____	____
Travel	____	____	____	____

In the space below, write in the most important things you checked on the previous checklist that you value very much, and those that you valued not at all. List them in their order of importance.

Things I value very much	Things I do not value at all

Reprinted from *Career Survival Kit for Teen Education and Employment. Life Skills Workbook: A Guide to Personal Growth*. Frances Lindner, Vocational Studies Center, University of Wisconsin-Madison, 1987.

Assessing Your Values Scale

Below and on the next few pages are one hundred statements that deal with ten common values. Read each statement carefully. Then rate the statement as it applies to you. This exercise is meant to help you clarify what is important to you; *there are no right or wrong answers.*

If the statement is definitely true, circle 10.
If the statement is mostly true, circle 7.
If you are undecided, circle 5.
If the statement is mostly false, circle 3.
If the statement is definitely false, circle 0.

1. I have a physical checkup every year. 10 7 5 3 0
2. I will involve my children in religious or spiritual activities. 10 7 5 3 0
3. I enjoy attending musical concerts. 10 7 5 3 0
4. It is important to me to have a lot of friends. 10 7 5 3 0
5. I donate to charities that I feel are worthwhile. 10 7 5 3 0
6. I envy the way movie stars are recognized wherever they go. 10 7 5 3 0
7. I would like to have enough money to retire at fifty. 10 7 5 3 0
8. I would rather spend an evening at home with my family than out with friends. 10 7 5 3 0
9. I enjoy making decisions that involve other people. 10 7 5 3 0
10. If I had the talent, I would like to write songs. 10 7 5 3 0
11. I have a close relationship with at least one of my parents. 10 7 5 3 0
12. I have taken an active part in my church or in spiritual activities. 10 7 5 3 0
13. I am willing to spend time helping fellow students who are having difficulty with their studies. 10 7 5 3 0
14. Even at the same salary, I would rather be the boss than just another worker. 10 7 5 3 0
15. I have a special appreciation for beautiful things. 10 7 5 3 0
16. If I had the talent, I would like to appear regularly on television. 10 7 5 3 0
17. I would like to counsel people and help them with their problems. 10 7 5 3 0
18. I would enjoy associating with movie stars and other celebrities. 10 7 5 3 0
19. I have a dental checkup at least once a year. 10 7 5 3 0
20. I enjoy writing short stories. 10 7 5 3 0
21. I would rather spend a summer working than going on a paid vacation. 10 7 5 3 0
22. I like to go to parties. 10 7 5 3 0
23. I think it would be fun to write a play for T.V. 10 7 5 3 0
24. I believe in a God or a higher spiritual power. 10 7 5 3 0
25. I would rather be an officer than just a club member. 10 7 5 3 0

If the statement is definitely true, circle 10.
If the statement is mostly true, circle 7.
If you are undecided, circle 5.
If the statement is mostly false, circle 3.
If the statement is definitely false, circle 0.

26. I would rather spend my last $100 for needed dental work than for a vacation at my favorite resort. 10 7 5 3 0
27. I enjoy giving presents to members of my family. 10 7 5 3 0
28. If I were a teacher, I would rather teach poetry than math. 10 7 5 3 0
29. I often have daydreams about things that I would like to do if I had the money. 10 7 5 3 0
30. I enjoy giving parties. 10 7 5 3 0
31. I am willing to write letters for old or sick people. 10 7 5 3 0
32. It would be very satisfying to act in movies or T.V. 10 7 5 3 0
33. When I feel ill, I usually call a doctor. 10 7 5 3 0
34. I believe that it is one's duty to support a church, a religious organization, or spiritually-oriented activities. 10 7 5 3 0
35. I enjoy taking part in discussion at the family dinner table. 10 7 5 3 0
36. I enjoy visiting art museums or galleries. 10 7 5 3 0
37. I like to write poetry. 10 7 5 3 0
38. I like to be around other people most of the time. 10 7 5 3 0
39. I like to be the one who decides what we will do or where we will go when I'm out with friends. 10 7 5 3 0
40. Someday I would like to live in a large, expensive house. 10 7 5 3 0
41. I pray to God or a spiritual force about my problems. 10 7 5 3 0
42. If I knew a family that had no food for a holiday dinner, I would try to provide it. 10 7 5 3 0
43. I like to spend holidays with my family. 10 7 5 3 0
44. I would like to see my name in print (in the newspaper). 10 7 5 3 0
45. I would rather take a class in freehand drawing than a class in math. 10 7 5 3 0
46. I do not like to spend an entire evening alone. 10 7 5 3 0
47. If the salary were the same, I would rather be a school principal than a classroom teacher. 10 7 5 3 0
48. I have expensive tastes. 10 7 5 3 0
49. I can tell the differences between a fine painting or drawing and an ordinary one. 10 7 5 3 0
50. If I had regular headaches, I would consult a doctor even if aspirin seemed to lessen the pain. 10 7 5 3 0
51. I have several close friends. 10 7 5 3 0
52. I expect to provide music lessons for my children. 10 7 5 3 0
53. It is important to me to acknowledge thanks to God or a spiritual force for the good things in my life. 10 7 5 3 0
54. I sometimes miss sleep to visit late with company. 10 7 5 3 0
55. I usually get at least eight hours of sleep each night. 10 7 5 3 0
56. I like to design things. 10 7 5 3 0

If the statement is definitely true, circle 10.
If the statement is mostly true, circle 7.
If you are undecided, circle 5.
If the statement is mostly false, circle 3.
If the statement is definitely false, circle 0.

57. I like to be looked up to for my accomplishments. 10 7 5 3 0
58. I would get a sense of satisfaction from nursing a sick person back to health. 10 7 5 3 0
59. I care what my family thinks about the things I do. 10 7 5 3 0
60. I daydream about making a lot of money. 10 7 5 3 0
61. I like to be the chairperson at meetings. 10 7 5 3 0
62. It is thrilling to come up with an original idea and put it to use. 10 7 5 3 0
63. I believe there is life after death. 10 7 5 3 0
64. I would welcome a person of another race as a neighbor. 10 7 5 3 0
65. If I were in the television field, I would rather be an actor than a scriptwriter. 10 7 5 3 0
66. I enjoy decorating my room at home. 10 7 5 3 0
67. I enjoy a picnic with my family. 10 7 5 3 0
68. As an adult, I want to earn a much higher salary than the average worker. 10 7 5 3 0
69. I am careful to have a balanced diet each day. 10 7 5 3 0
70. I often influence other students concerning the classes they enroll in. 10 7 5 3 0
71. I would like to be written up in "Who's Who." 10 7 5 3 0
72. I read religious or spiritual writings regularly. 10 7 5 3 0
73. If I were in the clothing industry, I would enjoy creating new styles. 10 7 5 3 0
74. I look forward to an evening out with a group of friends. 10 7 5 3 0
75. When I am with a group of people, I like to be the one in charge. 10 7 5 3 0
76. I dislike being financially dependent on others. 10 7 5 3 0
77. When a friend is in trouble, I feel I must comfort him or her. 10 7 5 3 0
78. I love my family. 10 7 5 3 0
79. I almost never skip meals. 10 7 5 3 0
80. I have a collection of tapes or CD's. 10 7 5 3 0
81. I have a particular friend with whom I discuss problems. 10 7 5 3 0
82. I believe that God or a spiritual force has influence in this world. 10 7 5 3 0
83. I enjoy buying clothes for members of my family. 10 7 5 3 0
84. I would enjoy having people recognize me wherever I go. 10 7 5 3 0
85. I like planning activities for others. 10 7 5 3 0
86. I do not smoke. 10 7 5 3 0
87. I feel good when I do things that help others. 10 7 5 3 0
88. Someday I would like to write a novel. 10 7 5 3 0
89. I would put up with undesirable living conditions in order to work at a job that paid extremely well. 10 7 5 3 0

If the statement is definitely true, circle 10.
If the statement is mostly true, circle 7.
If you are undecided, circle 5.
If the statement is mostly false, circle 3.
If the statement is definitely false, circle 0.

90. I belong to several clubs and organizations. 10 7 5 3 0
91. I try to live according to certain religious or spiritual values. 10 7 5 3 0
92. I would enjoy having my picture in the school yearbook more than it has been in the past. 10 7 5 3 0
93. I often organize group activities. 10 7 5 3 0
94. When I see a newly constructed building, I consider its beauty as much as its practical use. 10 7 5 3 0
95. I respect my father and mother. 10 7 5 3 0
96. I like to design or make things that have not been made before. 10 7 5 3 0
97. Some of the hobbies I would like to have are quite expensive. 10 7 5 3 0
98. I enjoy listening to music. 10 7 5 3 0
99. I would never use potentially harmful drugs because of what they might do to my body. 10 7 5 3 0
100. I am kind to animals. 10 7 5 3 0

Adapted from *Single Parent/Homemaker Training for Life Skills Handbook--Final Edition*. Office of Vocational Education, Kentucky Department of Education, 1988.

Assessing Your Values: Scoring

The numbers of the one hundred statements that you just rated are listed under the appropriate values in the chart below. For example, statements 6, 16, 18, 32, and so on, all relate to the value fame; therefore, they are listed under Fame. To determine your rating for each value, write the number that you circled (10, 7, 5, 3, or 0) for each statement on the blank next to the statement number. Then add the numbers in each column to get your total for each value.

Fame	Money	Power	Spirituality/ Religion	Humanitarianism
6. ______	7. ______	9. ______	2. ______	5. ______
16. ______	21. ______	14. ______	12. ______	13. ______
18. ______	29. ______	25. ______	24. ______	17. ______
32. ______	40. ______	39. ______	34. ______	31. ______
44. ______	48. ______	47. ______	41. ______	42. ______
57. ______	60. ______	61. ______	53. ______	58. ______
65. ______	68. ______	70. ______	63. ______	64. ______
71. ______	76. ______	75. ______	72. ______	77. ______
84. ______	89. ______	85. ______	82. ______	87. ______
92. ______	97. ______	93. ______	91. ______	100.______
Total ______	Total ______	Total ______	Total ______	Total ______

Family	Health	Aesthetics	Creativity	Social Contact
8. ______	1. ______	3. ______	10. ______	4. ______
11. ______	19. ______	15. ______	20. ______	22. ______
27. ______	26. ______	28. ______	23. ______	30. ______
35. ______	33. ______	36. ______	37. ______	38. ______
43. ______	50. ______	49. ______	45. ______	46. ______
59. ______	55. ______	52. ______	56. ______	51. ______
67. ______	69. ______	66. ______	62. ______	54. ______
78. ______	79. ______	80. ______	73. ______	74. ______
83. ______	86. ______	94. ______	88. ______	81. ______
95. ______	99. ______	98. ______	96. ______	90. ______
Total ______	Total ______	Total ______	Total ______	Total ______

Adapted from *Single Parent/Homemaker Training for Life Skills Handbook--Final Edition*. Office of Vocational Education, Kentucky Department of Education, 1988.

Discovering the Real Me

Complete the following sentences:

1. I really get a lot of pleasure when I ______________________________
____
2. If I were president, the first thing I would do is ______________________
____
3. The thing I like people to admire me for is ________________________
____
4. I am happiest when I ____
____
5. I like myself because ____
____
6. I feel best when people ______________________________________
____
7. Something I'm really good at is _______________________________
____
8. The thing I most want to accomplish is ________________________
____
9. Since I have become a parent, I ______________________________
____
10. I wish that ____
11. I want to be ____
12. I used to be ____
13. I don't like to ____
14. The thing I'm most concerned about is ________________________
____
15. I feel important when ______________________________________
16. The best thing about my body is _____________________________
17. I am at my best when I _____________________________________
18. When I am proud of myself I ________________________________

Adapted from *Life Skills for Single Parents: A Curriculum Guide.* Beverly Uhlenberg & Cary Estrom, University of North Dakota Grand Forks, 1988.

1.03 Activity

Self-Concept Collage

Often it is helpful to create an actual collage to delineate what your self-concept contains. Take a sheet of paper and place on it symbols (words, drawings, images from magazines) which represent your beliefs about yourself. Place in the middle of the sheet those beliefs about yourself which you consider most important to your identity and self-worth; this is the core self-concept. Away from the core toward the periphery, place those other beliefs about yourself that are less important to your identity and self-worth. The collage might include straight-forward facts (I am a woman, I am black, I am tall, I am a lover), interests (I play tennis, I am a political activist, I love cats, I study Spanish) and attributes (I am smart, I am ugly, I am ill-tempered, I am funny). Whatever you feel is important about you--whether you believe it is negative or positive or neutral--should have a place on the collage.

You might want to use this collage as a point of reference as you learn more about how your self-concept was formed. As you identify inaccurate, negative beliefs about yourself, you might consider symbolically replacing them with more accurate, positive beliefs. Or perhaps you will want to shift images from your periphery into the core or vice versa.

The Ideal Self-Concept

It can also be helpful to make a collage representing your ideal self--the self you feel you want to be and/or should be. Compare this with the collage of who you believe you really are. Is the gap between them insurmountable? If so, can you revise your notions of who you should be so that they are more reasonable?

From WOMEN AND SELF ESTEEM by Linda Sanford and Mary Donovan. Copyright ©1984 by Linda Tschirhart Sanford. Used by permission of Doubleday, a division of Bantam Doubleday Dell Publishing Group, Inc.

1.03 Activity

Challenging Stereotypes About Men and Women

All of us are affected by stereotypes about men and women. Some people think that these stereotypes reflect "The Absolute Truth," instead of simply a culture-specific and time-specific belief.

What do we mean by culture-specific? Here is an example of culture-specific beliefs about men and women: In some countries, women are not allowed to drive cars. In those cultures, it is considered unfeminine for a woman to drive a car. In mainstream U.S. culture, however, it is considered perfectly appropriate for a woman to drive.

Here is another example: Very few women were admitted to medical school in the U.S. before the 1970s. Yet, in the Soviet Union, being a physician has long been considered "women's work."

What are other examples of culture-specific roles for men and women?

What do we mean by time-specific? Here is an example of a time-specific belief about men and women: Not so long ago in this country, it was unthinkable that a man would work with small children. Now it is fairly common to see male day care workers.

Here is another example: Up until ten or fifteen years ago, it was not considered appropriate for women to be athletic. Up through the 1970s, when girls played basketball in gym class, they were only allowed to run half-court; it was thought to be too strenuous to permit girls to run the length of the basketball court. Now athletic women are considered healthy and attractive. Women run marathons and compete in a wide range of athletic events.

What are other examples of time-specific roles for men and women?

The point is that current stereotypes about men and women *seem* like they are unquestionable truths. But they only seem that way because we are so used to hearing them. We need to challenge our assumptions about what are women's roles and men's roles. Then we can choose for ourselves what roles we want to play in our lives.

By Margaret A. Nash, Center on Education and Work, University of Wisconsin-Madison, 1991.

1.04 Information

Discussing Stereotypes About Men and Women

Here are some ideas for activities that look at differences in how our culture thinks about men and women. Have students do one or more of these activities at home, and then discuss them in class. Or, use one or more of these ideas as starting points for in-class discussions.

1. Select several advertisements from TV, magazines or radio and use them to show how women and men are viewed by the people who create ads. For example, ads can be directed at the woman as a housewife, a mother, a sex object, a professional. Ads can be directed at the man as a sports enthusiast, a financial wizard, a professional, a breadwinner, a father.

2. Compare the advertising appeals of different magazines. Look at Sports Illustrated and Ms., for instance, or Newsweek and McCall's. Who are the ads directed to in each magazine? Are there differences by gender? What is the tone of the ads? What do such differences tell you about the magazine? What do the differences tell you about the audience for whom each magazine is intended?

3. Have an influential career woman in the community speak to the class. Or have several come as a panel. Or ask participants to go out and interview an influential woman. Or use any of these formats for women who work in traditionally male jobs.

   Ask questions such as: how did you become interested in your career? How did your family feel about you going into this kind of work? What obstacles did you have to overcome? Do you feel there has been discrimination against you in terms of your salary, advancement, job responsibility? Do you recommend that other women follow in your footsteps?

4. Consider what might change if you had been born the other gender. How would your life be different? How might your career goals be different? Do career or job choices change? Is the range of career choices broader for one gender than the other? Is there evidence of sex-role stereotyping in career choices? Why?

5. Make a list of clichés about men and women. Examples: Men are logical. Women are emotional. Discuss the truth of these bits of "wisdom."

6. Choose one children's cartoon series on television and watch it at least four times. How are male and female characters portrayed on the show? In one or two words, how would you describe each character as he or she is portrayed (intelligent, stupid, courageous, aggressive, helpless, strong, weak)?

7. Watch one family situation comedy on television for several weeks. How do the roles of fathers, mothers, sons and daughters on the show compare with family life as you know it? You might also analyze the show on the basis of race and ethnicity.

8. Choose one comic strip or cartoon series from the newspaper. Characterize the males and females shown in the cartoon.

9. Listen to popular music on the radio. How are men and women depicted by writers of song lyrics?

10. Visit the toy department of a local store. List toy packages that show girls only, and those that show boys only. Which toys and activities are for girls and which are for boys? Also note toy packages that show both boys and girls. Which toys are those? On those packages, are there differences in what boys and girls are doing in the picture?

11. Analyze some aspect of news coverage. Examples: column inches devoted to girls' sports versus boys' sports; ways in which men and women are referred to in headlines; number of articles about news that primarily concerns women; gender of news reporters.

Adapted from "41 Ways to Teach About Sex Role Stereotyping," by Pauline B. Gough.

Images of Women

Directions:

Write each of the following titles on a separate note card:

A Feminist
A Librarian
Miss Universe
A Nuclear Physicist

Divide the class into four equal groups. Provide the following instructions:

1. I have four note cards; each one has one title that a woman might have.

2. I will give each group one card and your task will be to brainstorm with your group members for adjectives you feel would be most accurate in describing the woman who holds the title. You will have five minutes.

When the five minutes are up, ask a representative of Group 1 to read the list of adjectives written by the group. The other three groups will then try to guess what title the adjectives describe. Each group should write down their guess. Take turns until all four groups have read their lists. Groups then compare guesses.

Discussion Questions:

1. Why do you feel it is so easy to describe women in stereotypical terms?

2. What differences do you think would occur if the exercise was conducted with male titles?

3. What do you see as significant in the use of negative adjectives used to describe women?

4. What patterns do they seem to follow?

Adapted from *The Female Experience in America: A Learning/Teach Guide: Development, Counseling and Career Issues*. Sharon B. Lord, Liz Wyman, Nan Scott, Mary Ellen McLoughlin, University of Tennessee, WEEAP, 1979.

1.04 Activity

The Myth America Syndrome

The Myth America Syndrome refers to the philosophy which encourages women to accept the idea that to be beautiful is the most important asset a woman can have. The adolescent female is encouraged to seek status through her appearance and her ability to attract boys; moreover, an ideal of beauty is portrayed by the media that is impossible for a woman to attain without cosmetic assistance.

In American society, women are considered to be the beautiful sex; men may be evaluated by the society as smarter, more productive, and stronger, but women are certainly socialized to believe they are more beautiful. From the first moment a mother unwraps the pink blanket from her infant, the words, "Oh my, isn't she pretty?" are spoken. As the female child grows, she sees models of female beauty everywhere (Stannard, 1971). Advertisers portray beautiful women in their ads in order to market products, and television and movie actresses are almost always pretty. Every year numerous beauty pageants are televised. Miss America is held up as the American ideal of everything a young woman should aspire to be. The roles of cheerleader, beauty queen, attractive date, and supportive wife illustrate the role of the female as the beautiful adornment to male society.

In regard to physical appearance after adolescence, women are expected somehow to stop maturing. Dyeing grey hair, using cosmetics, and wearing constricting undergarments are common manifestations of the desire to avoid at all costs aging and any signs of growing older. More drastic means of regaining a youthful look include use of cosmetic surgery and hormones to put youthful form back into buttocks and breasts.

What price do females pay for participating in this myth? First of all, only a few women are able to fleetingly measure up to the image of beauty that has been perpetuated; those who do not are made to feel inadequate. The lucky few are not quite so lucky; for acceptance, they often exchange the potential for growth in other areas. Total reliance on one's appearance for social approval certainly leaves a lot of human development in other areas unfinished, and, in addition, allows the visual impression presented to others to define one's worthiness--a passive manner of acquiring self-identity. In addition, the obligation to be beautiful is a burden that sometimes results in depression and mental disease, both for those who achieve the goal and for those who do not.

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Adapted from *The Female Experience in America: A Learning/Teach Guide: Development, Counseling and Career Issues.* Sharon B. Lord, Liz Wyman, Nan Scott, Mary Ellen McLoughlin, University of Tennessee, WEEAP, 1979.

1.04 Information

What You See is What I Am

Directions: Collect magazine advertisements and articles on make-up, hair, and clothing; and cut or tear out various pictures of women. Distribute several examples to each student and lead a discussion on perceptions of beauty. Ask students to use examples from the magazines to make their points. The following questions could be entertained:

1. How are these women portrayed? What roles do these women play?
2. Examine and list the adjectives appropriate to describe these women.
3. In what ways has the advertising media capitalized upon the Myth America Syndrome?
4. Why has the dichotomy "beautiful, but dumb" been a popular characterization of women?
5. Do you agree with the statement that the ideal of beauty portrayed by the media is impossible for most women to attain? Why or why not?
6. What are the possible effects of defining one's worth based solely on the visual image one present to other people?
7. How does the media perpetuate Myth America expectations in women?
8. Share experiences among group members of incidents in their own socialization process that relate to the beauty standard for women in this society.

Adapted from *The Female Experience in America: A Learning/Teach Guide: Development, Counseling and Career Issues*. Sharon B. Lord, Liz Wyman, Nan Scott, Mary Ellen McLoughlin, University of Tennessee, WEEAP, 1979.

1.04 Activity

Body Imagery

Directions: Ask each student to "think over her body." Have her list, for herself, parts of her body she likes, parts she does not like, and the reasons why. She does not have to show this list to anyone, but may use it for the basis of the discussion that follows. Divide the class into small groups for discussion and sharing of experiences. The following questions may be posed:

1. What are some factors that influenced how you feel about your body? (Media, parents, peers, etc.)

2. How may women in your small group diet? How do you see dieting fitting into the Myth America Syndrome?

3. How do you feel when you wear cosmetics as compared to being without them?

4. How would you feel about men's wearing cosmetics? How would you feel if the image of the "handsome man" required wearing cosmetics? How do you think men would feel?

5. Talk about ways in which you are beautiful that do NOT fit into the Myth America image.

After a fifteen to thirty-minute period for small discussion groups, the class may reconvene as a total group, and a spokesperson from each group may report on insights gained in the small group discussion.

Based on materials from *The Female Experience in America: A Learning/Teach Guide: Development, Counseling and Career Issues*. Sharon B. Lord, Liz Wyman, Nan Scott, Mary Ellen McLoughlin, University of Tennessee, WEEAP, 1979.

1.04 Activity

The Perfect Image

Directions:
Ask students to close their eyes and visualize an ideal woman.

Ask students to offer adjectives that describe the woman they envision . . . what she looks like . . . how she acts . . . what she is wearing . . . .

Record these adjectives on the board.

Ask them to continue picturing this woman in their minds. Give them the following situations for the woman to deal with:

> She is at a party and sees a man she would very much like to meet. . .what does she do?
>
> She wants to go to a party at a friend's house but her date wants to go to a movie instead . . . How does she deal with this?

Based on the actions the woman took in these two scenarios, ask the students to list adjectives to describe the behavior they envisioned for the woman. Record these words on the board.

Repeat all of the above steps visualizing an ideal man.

Ask student how their ideal woman's traits would enable them to deal with the following work situation:

> She has a good job and has already been successful in it for two years. Her boss is appreciative of her work. A new position is opening up. The new positions would mean a good promotion and she is well qualified for the job. She learns her boss is considering hiring a new person for the job without offering the job to her.

Repeat the above scenario with the ideal man and determine how his traits would enable him to deal with the situation.

Ask students to compare the adjectives and actions of the ideal woman and the ideal man. Have them examine their stereotypical expectations of themselves and their stereotypical responses to situations with friends and in school. Have students consider how their behavior will translate in the work world and whether that behavior will help or hinder them and others in attaining a successful career.

Ask students how their self-image has changed since they have become mothers.

Adapted from *Women in Nontraditional Careers (WINC) Curriculum Guide*. Women's Bureau, U.S. Department of Labor, 1984.

1.04 Activity

Images of Women in the Media

Below are some videos which can be viewed in class and used to generate discussion on the images and roles women are expected to "play out" in their daily lives.

Dreamworlds: Desires/Sex/Power in Rock Videos. Foundation for Media Education, 1990. 55 minutes.

> Written, edited and narrated by Sut Jhally, *Dreamworlds* present segments form over 165 music videos depicting the non-reality of music videos' dreamworlds, acting as a starting point for discussion on a variety of gender-related issues. *Dreamworlds* is intense and should be previewed by instructors.

Killing Us Softly: Advertising's Image of Women. 30 minutes.

> Using hundreds of ads from magazines, newspapers, album covers, and storefront windows, Jean Kilbourne has analyzed the $40 billion advertising industry that preys on the fears and insecurities of consumers. Ms. Kilbourne argues that the images and messages conveyed in these ads are a powerful form of cultural conditioning.

Mirror Mirror. Women Make Movies, 1990. 17 minutes.

> This video explores the relationship between a woman's body and the quest for an idealized female form. It encourages women to love and accept their own bodies, and serves as a good discussion starter about the concept of the "ideal" body type.

Myths that Maim. Maureen O'Hara, Encinitas Center for Family and Personal Development, 1992.

> *Myths that Maim* explores the social construction of gender identities and gender violence. It traces the stories, myths,a nd images of our culture, and exposes the millennia-old patterns of dominance and subordination that lead to violence and abuse.

Woman & Man: A Phil Donahue Show. 52 minutes.

> Phil Donahue speaks with men and women from all walks of life in exploring how the differences in male and female roles are beginning to fade.

Sarah Hendon, Center on Education and Work, University of Wisconsin-Madison, 1994.

Sex-Role Socialization

There are equity-related (sex-role socialization) theories about why teens "choose" to engage in sexual activities leading to pregnancy and parenthood.

Most experts agree that unplanned teen pregnancy has multiple causes. Equity advocates/specialists believe that the roots of teen pregnancy can be found in the sex role socialization process. In essence, it is the messages about masculinity and femininity, the acting out of stereotyped role expectations, the pressure to constantly prove that we are men and women, and the double standards related to male/female behavior in general and sexual behavior in particular which lead almost "naturally" to teen pregnancy.

While sex role messages have been expanding over the last few years, research shows that individuals still identify with traditional male/female roles and traits and that often people's behavior is based on what they believe are appropriate masculine and feminine traits, characteristics, roles, and relationships in their daily environments and through the media including art, TV, film, advertisements, and music.

Young people are asked to cope with their growing sexual/emotional feelings in an environment that contains many overt sexual messages and images. Dating has many traditions and rituals which provide the "set" or "vehicle" for acting out stereotyped and unrealistic sex role expectations. Caring adults need to intervene and assist students with understanding themselves and the choices they have a right to make with regard to their own identity, male/female roles, relationships and their sexuality.

Messages and images about sex roles (what it means to be masculine and feminine in this culture and in this time) and male/female relationships that may be of concern or that may lead to teen pregnancy include:

- the notion that a young woman's most important, most rewarding, and most feminine role and goal in life is to be loved by a man and to have and raise children;
- the notion that young men have few emotional needs, and that men who express tenderness aren't masculine;
- mixed messages to young women about the importance of being sexually attractive to men and yet ignorant of how their bodies work;
- messages that male or female private parts are dirty;

- messages that overemphasize the importance of physical attractiveness; messages to young women that their self-worth is based solely on how well they please others and to young men on how well they provide for others or compete for success in the working world;

- messages to young women that indicate they will not have to be financially independent, that they can rely on someone else (husband or the government) to support them, or messages that limit their carer aspirations to traditional female jobs;

- messages that reinforce that males and females are the "opposite sex" ("opposite" meaning "contrary or antithetical in nature or tendency; altogether different") and therefore that male and female sexuality is assumed to be "altogether different." Examples of this notion include: "women have no sexual needs and men can't control their sexual needs" or "sexual behavior is the ultimate proof of love for females and of physical desire for males");

- messages that reinforce a double standard of expected behavior. For example, if we believe that chastity/virginity is essential for females then it should be essential for males as well; and

- messages that suggest maleness and femaleness are something one has to prove over and over again by the choices one makes, including future jobs, friends, and outside interests.

Reprinted from *Career Survival Kit for Teen Education and Employment: Staff User Guide for Teen Parent Program Planning and Implementation*. A. Frances Lindner, Vocational Studies Center, University of Wisconsin-Madison.

Role Models In Childhood

Think back to your childhood. Who was the most available person in your life? Who was the warmest? Who was the most powerful? Considering your answers to these questions, who was your primary role model?

If it was someone other than one of your parents, think of three helpful traits, behaviors or interests this person modeled for you. Think of three unhelpful traits, behaviors or interests this person modeled for you.

If your primary model was a parent, then do the same for both your model and your other parent.

How have each of the above, good and bad, contributed to your self-concept? How have they affected your self-esteem?

Competition

Was your primary role model competitive with you in any aspect of your life? What happened when he or she felt threatened? How did this make you feel? How has this experience influenced you as an adult?

To Be An Adult

Think about how your mother, and other significant female models, shaped your perception of options for you. What was her (their) attitude toward your taking risks? What was her (their) interpersonal style? Again, think about how this has influenced you as an adult.

What is your image of an adult woman? How closely do you come to this? How closely aligned is your image of the adult woman with your ideal self? Can you think of changes you have to make to lessen the gap between your concept of an adult woman and your own self-concept? There are many alternative images of what it is to be an adult woman.

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1.04 Activity

How Socialization Messages May Negatively Affect Assertion

Socialization message:
Think of others first: give to others even if you're hurting. Don't be selfish.

Effect on rights:
I have no right to place my needs above those of other people.

Effect on assertive behavior:
When I have a conflict with someone else, I will give in and satisfy the other person's needs and forget about my own.

Healthy message:
To be selfish means that a person places his/her desires before practically everyone else's desires. This is undesirable human behavior. However, all healthy people have needs and strive to fulfill these as much as possible. Your needs are as important as other people's. When there is a conflict over need satisfaction, compromise is often a useful way to handle the conflict.

Socialization message:
Be modest and humble. Don't act superior to other people.

Effect on rights:
I have no right to do anything which would imply that I am better than other people.

Effect on assertive behavior:
I will discontinue my accomplishments and discount compliments I receive. When I'm in a meeting, I will encourage other people's contributions and keep silent about my own. When I have an opinion which is different from someone else's, I won't express it; who am I to say that my opinion is better than another person's?

Healthy message:
It is undesirable to build yourself up at the expense of another person. However, you have as much right as other people to show your abilities and take pride in yourself. It is healthy to enjoy one's accomplishments.

Socialization message:
Be understanding and overlook trivial irritations. Don't be a bitch and complain.

Effect on rights:
I have no right to feel angry or express my anger.

Effect on assertive behavior:
When I'm in a line and someone cuts in front of me, I will say nothing. I will not tell my woman friend that I don't like her constantly interrupting me when I speak.

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Healthy message:

It is undesirable to deliberately nit-pick. However, life is made up of trivial incidents and it is normal to be occasionally irritated by seemingly small events. You have a right to your angry feelings, and if you express them at the time they occur, your feelings won't build up and explode. It is important, however, to express your feelings assertively rather than aggressively.

Socialization message:

Help other people. Don't be demanding.

Effect on rights:

I have no right to make requests of other people.

Effect on assertive behavior:

I will not ask my girlfriend to reciprocate babysitting favors. I will not ask for a pay increase from my employer.

Healthy message:

It is undesirable to incessantly make demands on others. You have a right to ask other people to change their behavior if their behavior affects your life in a concrete way. A request is not the same as a demand. However, if your rights are being violated and your requests for a change are being ignored, you have a right to make demands.

Socialization message:

Be sensitive to other people's feelings. Don't hurt other people.

Effect on rights:

I have no right to do anything which might hurt someone else's feelings or deflate someone else's ego.

Effect on assertive behavior:

I will not say what I really think or feel, because that might hurt someone else. I will inhibit my spontaneity so that I don't impulsively say something that would accidentally hurt someone else.

Healthy message:

It is undesirable to deliberately try to hurt others. However, it is impossible as well as undesirable to try to govern your life so as *never* to hurt *anyone*. You have a right to express your thoughts and feelings even if someone else's feelings occasionally get hurt. To do otherwise would result in your being phoney and in denying other people an opportunity to learn how to handle their own feelings. Remember that some people get hurt because they're unreasonably sensitive and others use their hurt to manipulate you. If you accidentally hurt someone else, you can generally repair the damage.

Reprinted from *Reentry Women Project Curriculum*, 1989, by permission of Moraine Park Technical College, Fond du Lac Campus, Fond du Lac, Wisconsin.

My Rights as a Person

1. To be the ultimate judge of myself--to set my own priorities.
2. To be illogical--not to offer reasons for my behavior.
3. To express my feelings and opinions openly and directly (even if you don't like them) and to have their importance acknowledged.
4. To be angry and say so.
5. To say "no" without feeling guilty.
6. To ask for what I want.
7. To get what I pay for.
8. To ask for information from professionals.
9. To be independent of the goodwill of others before coping with them.
10. To make mistakes.
11. To set limits on my relationships.
12. To judge where I am responsible for finding the solution to someone else's problem.
13. To choose whether or not to change a behavior someone else objects to.
14. To choose not to assert myself.

Reprinted by permission of Mary Jo Coffee, Waukesha County Technical College, Pewaukee, Wisconsin.

1.04 Information

Guidelines to Feelings

1. Feelings are Facts--in and of themselves they are not good or bad, they just *are*. Whatever feelings we have are O.K.

2. Feelings don't always go away when they are ignored or denied expression.

3. Many feelings occur without our being able to start or stop them; that is, as feelings they are not under our control.

4. The *expression* of feelings is often under our control and can be varied according to what is desirable, good, proper, allowed, etc.

5. *Expressions* of feeling can be evaluated as good or bad, desirable or undesirable.

6. People have varying ability to control and channel the expression of feelings--depending on such things as age, prior learning experience, and the amount of stress they are under.

7. Feelings can affect our ability to think clearly--especially when they are unexpressed.

8. Expressing feelings in some way usually does help us feel better. Sometimes simply "ventilating" feelings helps or it may make problem solving possible.

9. Feelings can be expressed in many ways:
   Directly: "I'm really feeling angry at you."
   Indirectly: "This is a rotten day, nothing is going right."
   As accusation: "What's wrong with you? What a stupid thing to do."
   By indirect behavior: Hitting a punching bag when frustrated.

10. Feelings can be used, even "put on" to get some payoff, i.e. a temper tantrum.

11. Feelings and their expression come in interrelated clusters such as:
    frustration-anger-striking out
    anger-guilt-depression
    happy-excited-energetic activity
    infant-omnipotence-anger-tantrumming
    insecurity/fear-anxiety-loss of efficiency
    insecurity-anger-striking out

12. A person is still good and loved even when we may strongly disapprove of the way some feeling is expressed.

13. People feel accepted if they feel they have been understood.

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1.04 Information

The Confidence Game

It takes confidence to move ahead at work--but gaining more confidence is not as hard as you think. If you play the game, you might actually talk yourself into giving your ego a lift. Try these ten tips and surprise yourself with growing assurance.

1. **Build yourself up.** Everyone has a positive side. Instead of worrying about what you can't do, think about your strengths. Make a list of your good points--all of them. Keep reminding yourself of the things you do well, the skills you have with people or machines or plants, your tennis game, your artistic side, or your organizational ability. Talk yourself up--not down.

2. **Talk positively about yourself.** Modesty is all well and good, but if you keep saying "I'm clumsy," "I'm fat," or "I'm not good enough," you will begin to believe it--and so will others. Advertise your strengths.

3. **Build positive expectations.** When you constantly apologize, you only sabotage yourself and raise doubts about your work. Don't hand in a project saying, "I know this could be better" or "I'm sorry this was not done sooner." Instead, build positive expectations by saying, "Here's the report. I've given it my best."

4. **Say "I can."** Just because you have never been good at math or writing or speaking to a group does not mean you can't learn. Adults, because they are more motivated, are often better at learning than when they were children. Give yourself a chance and you may be surprised at your potential.

5. **Sound convincing.** Watch for conversational phrases like "I guess," "maybe," "I suppose," or "I may be wrong, but . . ." Don't preface statements with "Don't you think?" or make your statements sound like questions. If you don't sound convinced of what you are saying, how can anyone else be?

6. **Set goals.** Think about where you would like to be in a year or in five years. Then write down the steps you must take to get there, and begin--one step at a time.

7. **Take action toward goals.** Everyone is busy and it is easy to find excuses to put off signing up for a course or talking to your boss about ways to advance. Making a move, however small, toward your goal is the only way to get where you want to go. Energy generates more energy. Get moving!

8. **Play the part.** Look at the way successful people dress and behave, and do the same yourself. Look people in the eye, shake hands firmly, speak distinctly, and dress well. No one can see inside to know if you are quaking. When you behave more confidently, you fool even yourself. Before you know it, you really will feel more confident.

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9. **Volunteer.** When you have the chance to take on new responsibilities, don't say "I'm not sure I can handle it." Try "I'm excited at the challenge" instead.

10. **Dream.** Fantasies are not a waste of time. Picture yourself the way you want to be, think about performing well and succeeding on the job. It can be a rehearsal for reality.

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The Confidence Game

1. Build yourself up.
2. Talk positively about yourself.
3. Build positive expectations.
4. Say "I can."
5. Sound convincing.
6. Set goals.
7. Take action toward goals.
8. Play the part.
9. Volunteer.
10. Dream.

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1.05 Overhead

The Positive Approach

1. Take responsibility for your own life. Forget the cop-out of blaming your problems on your family or someone else. Only you can turn your life around.

2. Don't allow others to make you feel powerless. Refuse to accept the viewpoint that you are limited. You don't need everyone's approval to do something that is right for you.

3. Find a purpose in life. It can be rearing children, or doing your best in business or in whatever suits you. When the going gets rough, keeps your sights on your purpose.

4. No matter what, make your relationship with your children work. It it's not working, ask yourself what you can do to make it work.

5. Exchange "I can't" for "I can" in your vocabulary. Seek your family's support. Ask them to help you say "I can do it."

6. Accept yourself as you are right now even though you may not like some things about yourself. After accepting yourself, plan to change what you dislike.

7. Create small, medium, and large goals. Every so often, check to see how you are meeting those goals. If you haven't met them, decide why.

8. Write down your new, positive beliefs about yourself and put them where you can see them. Repeat them to yourself as often as possible. You will soon begin to feel changes in the way you feel about yourself.

9. Step back and assess yourself regularly. A self-evaluation in the evening will help make the next day better.

10. Begin to see yourself as powerful, successful, and capable of reaching your goals. Picturing yourself reaching your goals will help you replace the old "I can't" image of yourself.

11. Be open to a possibility even if you've never done it and can't imagine how it could be done. Try a new plan even if it runs the risk of failure.

12. Work with a creative idea, plan, or project. Accept other ideas even though you didn't think of them, you won't get the credit, you won't personally benefit from them, or you may not live to see and enjoy them.

13. When you think you've reached the end of the rope, **tie a knot and hang on!!!**

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1.05 Information

The Positive Approach

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1.05 Overhead

Self-Esteem Boosters

1. You cannot always change your situation or other people, but you can change your attitude. You and you alone are responsible for your own happiness.

2. Your self-esteem is learned. If you have a negative self-esteem you can "reprogram" yourself so that you live with a strong sense of personal self-worth.

3. Winners have high self-esteem. Losers base their lives on the false belief that they are unlovable.

4. To increase your self-worth you do not need to change yourself. You need to change the way you talk to yourself and what you believe about yourself. You can choose to become like a loving parent and say good things to yourself.

5. You can choose not to react to others when they try to damage your self-esteem. People may say whatever they want but you are in charge of your ears and can choose what you wish to hear.

6. You do not have to please everyone. It is most important to please yourself.

7. If you feel "down" about yourself you are not alone. Many people have low self-esteem but everyone can choose to improve his or her self-esteem.

8. Raise your self-esteem by thinking about what is right about you rather than what is wrong. Enjoy your strengths and successes. Give yourself "support talks."

9. Avoid wallowing in the "if onlys" of the past and the "what ifs" of the future. Focus on the present--it is the only time you really have.

10. It doesn't make any sense to compare yourself with others because there is no one else in the world just like you.

Reprinted from *Life Skills for Single Parents: A Curriculum Guide.* Beverly M. Uhlenberg & Cary E. Estrom, University of North Dakota Grand Forks, Bureau of Educational Services and Applied Research, 1988.

1.05 Information

Competency 2.0

Assessment of Self-Talk

2.01 Define self-talk
2.02 Identify examples of irrational and rational self-talk
2.03 Demonstrate appropriate self-talk

Competency 1.0

Assessment of Self-Esteem

1.01 Define self-esteem
1.02 Assess one's self-esteem
1.03 Describe one's self-image and values
1.04 Evaluate attitudes, myths, stereotypes and childhood messages
1.05 Identify leadership skills to improve self-esteem

Competency 2.0
Overview

"Self-talk" is the constant talk that goes on in our heads. In each of us, a never-ending stream of self-talk critiques and comments on all our thoughts and actions. Much of this self-talk is made up of messages from childhood; we may hear the voices of our parents in our heads, repeating over and over again to us their beliefs and expectations. This ongoing self-talk affects the way we feel about ourselves and the way we view our place in the world.

The messages that get replayed in our minds, however, are not always accurate, rational, or helpful to us. Our self-talk may include lessons from childhood that are no longer relevant in our lives, or opinions that at some point in the past we simply accepted without ever questioning their validity or rationality. This sort of negative self-talk can have a profound effect on the way we lead our daily lives.

It is possible to change our self-talk, though, and replace old, negative messages with new, positive ones. This can be done through techniques such as affirmation, a method for developing healthy, productive messages. It is also possible to learn to recognize and counteract our negative self-talk in everyday situations.

This competency addresses the importance of self-talk and provides methods for participants to re-evaluate, counteract, and change their personal self-talk. Participants completing Competency 2.0: Assessment of Self-Talk will be able to:

2.01 Define self-talk
2.02 Identify examples of irrational and rational self-talk
2.03 Demonstrate appropriate self-talk

Indicator 2.01 offers a definition of self-talk and provides an overview of methods for conquering our negative self-talk. Following this, Indicator 2.02 provides activities that help participants identify their own self-talk and distinguish between rational and irrational messages. In the final section, Indicator 2.03, participants are offered several methods for developing positive, beneficial self-talk messages.

Resources

Butler, Pamela E. (1983). Talking to yourself: Learning the language of self-support. New York: Harper and Row Publishers, Inc.

Martorano, Joseph T. (1989). Beyond negative thinking: Breaking the cycle of depressing and anxious thoughts. New York: Insight Books.

Schenkel, Susan. (1991). Giving away success: Why women get stuck and what to do about it. New York: Random House.

Stoop, David. (1981). Self talk. Old Tappan, NJ: Fleming H. Revell, Co.

Self Talk

Contrary to what we may have believed as children many of the standards we learned were *opinions* and not facts or laws about how things "should" be done. (Hair can look nice without 100 brush strokes per night; the cars won't fall apart if they're not washed once a week; laundry doesn't have to be completed on Monday; children's toys don't have to be reorganized every night; babies don't become diseased or covered with rash if they don't get a bath every night . . .) One way to do a *reality check* on a standard is to ask yourself what would happen if I didn't . . . ? How realistic are the imagined consequences? (Often we feel as if we believe the sky will fall on us; usually it doesn't.) A second way is to experiment. Try lowering or changing your standard on something and take note of the consequences. Did anyone else notice? How do you feel--guilty, fearful, free? Did anything else change?

Another question to consider is: What are you hoping to gain by changing your standards? More time for yourself, your spouse, your children, other activities? More energy for other things you want to do? More time or energy for things you feel you must do?

Often we are more willing to adjust our standards to allow more time and energy for other people or other tasks but not for *ourselves*. It is sometimes harder to justify a change (to ourselves or others) when we want that extra time to relax, to read, to take a walk, jog, do an exercise routine, write letters or whatever we may not be finding time for right now.

Studies have shown that often men seem to find it easier to make time for personal needs than women, perhaps because martyr-like (self-sacrificing) behavior is reinforced in girls much more than in boys! As one author on work-family issues aptly put it: "there is no future in martyrdom."

"Self talk" is all the talk that goes on in our heads. When we are awake and not talking aloud or listening intently, we are almost constantly "talking to ourselves." It is as if we have been collecting "tapes" in our mind since birth that play, sometimes repeatedly. When we add a new bit of information, it goes on the tape *without* evaluation. Later as we *evaluate* a piece of information we can change it. If we don't evaluate and change it, it keeps playing the way it was originally taken in. Some of what we put on tape has either become obsolete or was never very good for us in the first place. Sometimes as children we misinterpreted things we heard from our parents and others around us but the tape was made anyway. As we talk to ourselves, what we say affects how we *feel*--angry, confident, relaxed, upset, insecure, etc.

One of our tasks as mature adults is to question some of those tapes and change some of them, even though there are strong impulses not to (everything mother or father told us was absolutely correct, wasn't it?). Secondly, we can make new tapes. Our standards and expectations,

2.01 Information

along with everything else we think and believe, are on those tapes.

Those of us who grew up in the traditional mother-homemaker, father-breadwinner home have many tapes (which play in our minds regularly) that are not very compatible with the work-family lifestyle. This incompatibility is a source of guilt and disappointment for some. (One woman, a mother of two school age children, struggled with the thought of going back to work. One of her "tapes" that played over and over was a favorite poem of her mother's about the children coming home from school to hear mother's voice and the smell of warm cookies fresh out of the oven. One man, the father of three and home-partner with his working wife, looked at his workshop and shook his head in sadness--his vision (tapes can be visual or memories of feelings as well as being words) was his favorite uncle's beautifully organized basement, with every tool in place, sawdust always swept away at the end of each working period, and an empty work table waiting for the next project.)

Four Techniques for Changing Our Self Talk

One way to make a change in our self talk is to become aware of how what we are saying makes us feel and to learn to be more **nurturing** to ourselves. When we think about an event at home or work and make an appraisal (our judgment based on our standards) of how it went, we may say "that went well" or "you really did a good job there" and as a result our confidence is bolstered, we feel relaxed, content or perhaps excited and enthused about one of our work or home-related roles. If we instead say, "you dummy, why did you say that?" "you blew it!" or "I'll never be a good parent," our confidence is weakened and we feel tense, angry or depressed. In a way, much of what we say is as if we were parenting *ourselves*. In fact, a lot of our self talk habits were developed in childhood as we put on tape what our parents (and other adults) said to us and each other.

Nurturing self talk by itself doesn't solve problems. The purpose of using a more nurturing self talk is to keep us from upsetting ourselves so that our anger is up and/or our confidence is down. It's hard to be a good communicator or problem solver when we're in that kind of state.

A second way of changing our self talk is to do a **reality check** on what we're saying and attempt to bring what we say more in line with the reality of today's situation. Albert Ellis, a noted psychologist, focused his work on helping people address some basic irrational beliefs (expectations) that people often have. These beliefs are closely related to our standard setting and expectations. Three of the most basic are the following:

1. "I must be loved or approved by practically every significant person in my life -- and if I'm not, it's awful."
2. "I must not make mistakes or errors or do poorly, and if I do, it's terrible."
3. "People and events should always be the way I want them to be."

These beliefs or expectations are bound to make us feel disturbed. As we compare situations and events to these *irrational* standards, we will seldom, if ever, feel successful. Ellis suggests that the following are more in line with reality:

1. "It's definitely nice to have people's love and approval, but even without it, I can still accept and enjoy *myself*."
2. "Doing well is satisfying--but it's human to make mistakes."
3. "People are going to act the way *they* want--not the way I want."

These expectations are probably universally true. We also experience many events where the times or our circumstances have changed. We're not likely to be bothered if great grandma says "to really get clothes clean, you've got to use a scrub board." We know such a standard is out of step with today's reality. But there are a lot of things that are just as "out of step" with the lifestyle (today's reality) we have chosen (or at least are experiencing today) that can cause us to feel upset. In these cases we need to be aware of our values, priorities and the nature of the lifestyle we've chosen and be prepared to "reprogram" some of the tapes that are nonproductive.

The standards and expectations we have on tape are often irrational because they don't fit at the *moment* but may fit generally with our present lifestyle. In such cases, we need to recognize that "lack of fit" with the present moment without giving up our general value or expectation.

A third strategy involves *rephrasing* our self talk to acknowledge our standard or expectation, and to follow that with a second, new standard that fits better for right now. This is particularly useful when the standard or expectation is too strong to change and we're not willing to judge it irrational or out of date. We can use the **"I'd rather" statement.** This is also useful when we are recognizing that we can't control the beliefs of others.

This doesn't get us out of what we wish were different, but it helps to diffuse the feelings of frustration and resulting energy drain that occurs when we tell ourselves upsetting things. We are in control of our own thoughts.

A fourth strategy is learning to **change channels**. Psychologists have taught us that it can be harmful to "stuff" our feelings deep inside and not deal with them. But sometimes it is helpful to set them aside and to look at them at a later (perhaps more appropriate) time. This is a particularly helpful technique for transitioning between home and work. If we are on the way to work and thoughts of family members' problems, household work that needs to be done, etc. are filling our mind, it is possible to visualize these tapes we are playing as being on different channels--like a TV we can visualize changing the channel--in this case perhaps to thinking about work or a "relaxation station," knowing that at a better time we can turn back to the "family station." Is this avoidance? Based on the second strategy of dealing with irrational beliefs, perhaps another irrational expectation is that we should be able to deal with everything at once!

Referring back to changing channels, the channel changing technique may be helpful if we are feeling "plagued" with thoughts that compare how we're doing with how we think we *should* be doing and can't shake the "guilties" or the frustrations we're feeling as a result. Using some nurturing self talk, we can say, "This is really frustrating to think about and is interfering with (job, or sex, or time with child, etc.). I'm going to switch it off and deal with it later." (Incidentally, Masters and Johnson, experts on human sexuality, list *fatigue* and *preoccupation* as the two key factors that interfere with a satisfying sexual relationship.) Learning to stay focused in on what we're doing makes us more productive (at home or work) and is likely to allow us to feel good about what we've done, so we're better able to cope with whatever was on that channel that we switched off earlier!

Also, when we choose to turn back, we often have a new perspective on the matter. Frustrations that piled up may have melted away making it easier to pick out what's most important to deal with in the present.

If we have developed a habit of "ruminating"--going over a "negative tape" over and over without resolution--it may require switching away from that channel over and over and being firm that it is going to stay off for now.

Can any of these techniques "backfire?" That is, could they lead to non-productive results if not used as intended? Yes, most things can be if not used in the positive, confidence-building, nurturing way they were intended. For example, if one spouse has an issue he/she wants to discuss, and the other doesn't, any of these techniques could be used to rationalize avoidance. Any new technique must be evaluated after we've tried it and if relationships are being damaged as a result, obviously, some adjustment is in order.

Affirmations: Making New Tapes for Personal Development

In the broadest sense, an affirmation is any positive statement we say to ourselves that contributes to our well-being. Thus, many of the examples in the nurturing self talk, reality check and "I'd rather" techniques were affirmations.

We can also make brand new tapes. Much of how we perform and how we feel is in reaction to those tapes we choose to (yes, *choose* to) play. If we're trying something new and tell ourselves "I can't do this" over and over, it is likely we will be right (and there is some joy in being right). Just as in the children's story of the Little Red Caboose who said "I think I can"--so we can have a better chance of mastering the task with positive self talk. Positive attitude is a key component to most success. Not only does it have an effect on its own, it also allows our mind to be free to learn what else we need to learn to do well or feel well. Many amazing links are being discovered between mind and body.

Affirmations can deal with *any* area we choose to change in our lives--physical, social, emotional, intellectual, or spiritual.

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Techniques for Changing Self-Talk

- Nurture yourself
- Reality check
- "I'd rather" statement
- Change channels

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2.01 Overhead

Counteracting Irrational Thoughts

Purpose: To develop a technique for coping with irrational thoughts.

The best way to prepare yourself for a situation which is threatening is to list on paper the "self-talk" which creates your feelings of anxiety or anger. The next step is to challenge or counteract each statement.

Procedure: Think of a situation you will be facing in the near future in which you would like to act assertively but you feel handicapped by either anxiety or anger.

1. Write a brief description of the situation and your feelings:

____

____

____

____

2. In the column on the left, list the thoughts that pass quickly through your mind which cause you to become anxious or angry when you think about acting assertively during your situation. Next, think about what makes that thought so awful and write that down in the same column.

For example:

1. If I tell John I don't want to date him, I will hurt his feelings.
2. He will feel terribly, terribly hurt.
3. It will be all my fault.

Self-talk that produces negative feelings	**Counteracting statements**
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

2.02 Activity

3. Now go back and challenge each item of self-talk. Write your challenges in the right column above. To challenge each statement, look at it logically and rationally. Besides your self-talk, there are at least three other ways to look at the same statement:

   a. There is just as much chance the opposite will happen.

   b. It may affect some people one way, an equal number the other way.

   c. If it did happen, does it matter? Can you handle it? Can the other people involved handle it?

      In addition, do you have alternative ways of responding to the same situation? Does it really mean you are no good, unlovable, stupid, will always be alone, etc.?

   d. Also, consider your Human Rights.

   e. Write your challenges in the form of a different kind of self-talk that you could use instead of the negative self-talk expressed in the first column.

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Talk to Yourself Exercise

I. Choose one of these situations:

1. You get a low grade on your first math test.
2. A friend compliments you on your outfit.
3. You realize that you left your purse somewhere.
4. A friend recommends that you try a weight loss/exercise/smoking cessation program.
5. You hear about a high-paying job in your field.

II. List what you would say or think to yourself.

III. Now identify how you would react to a friend who found herself in the same situation.

IV. Compare your answers to II and III, and consider these questions:

- Was your "self-talk" and "other talk" the same? What were the similarities and differences?
- Which was easier to identify . . . what you tend to say to yourself or to others?
- Is your self-talk healthy and positive, or are you too hard on yourself or too narrow in your thinking?
- What are some of the ways that negative self messages affect you?

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2.02 Activity

Talking With Oneself: A Self-Fulfilling Prophecy

The idea of self-fulfilling prophecy is that you get in life whatever you expect to get. In other words, either success or failure brings about the expected outcome. Your emotional well-being, then, depends on the kinds of expectations you choose for yourself. For example, if you think in terms of success, you will act out your thoughts in a positive way and succeed. If you think in terms of failure, you will focus on your weaknesses and, sure enough, fail.

EXAMPLE 1 - POOR LITTLE SALLY

Sally expects to be "poor little me," who is always taken advantage of, and she frequently is taken advantage of by other people. Sally is not aware that she can change this pattern. Some of the things she tells herself contribute to keeping her in this undesirable position. Below are some examples of Sally's messages to herself.

_____ It's generous and helpful to say yes and selfish to say no.
_____ I am responsible for other people's feelings.
_____ I am responsible for other people's opinions.
_____ I'll cause a scene if I make someone mad.
_____ I'll look stupid.
_____ I'll sound ignorant.
_____ I'll hurt someone's feelings.
_____ People will think I am foolish.
_____ People will think I'm terrible.
_____ I can't do that.
_____ People won't like me.
_____ I won't get a job.
_____ I'll lose my job.

Place an "X" before any of the ideas listed above which you have ever told yourself. What is the "reward" for "poor-little-me" behavior?

Discuss with your classmates and instructor the flaws in some of these messages to yourself.

Reprinted from *Single Parent/Homemaker Training for Life Skills Handbook--Final Report.* Office of Vocational Education, Kentucky Department of Education, 1988.

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2.02 Activity

Do You Have a Case of the Shoulds?

The way we talk to ourselves can damage our self-esteem. When we use words like should, must, ought and have to, we are being critical and judgmental of ourselves. If we don't accomplish what we said we should then we have failed. By replacing these words with non-judgmental and self-responsible words like wish, prefer, want to, choose, feel and desire, we give ourselves the choice of doing or not doing something. Look at the two lists below. Which statements allow greater self-esteem?

CONTROL TALK:	NON-CONTROL TALK:
I should have thought of that idea.	I wish I had thought of that idea.
I should have done a better job.	I wish I'd chosen to do the job better.
I ought to be more organized.	I prefer to be more organized.
I must remember to...	I want to remember to...

Ask students to make statements about themselves using the words "I should." Then ask them to change the statements and replace the "shoulds" with self-responsible words. Which words make them feel more in control of themselves? Ask class members to correct themselves and each other when they use "should."

Now ask students to make a list of "I can't" statements. Then ask them to cross out all of the "can'ts" and replace them with "I won't" or "I choose not to." When we say "I can't" we are saying that we are unable to do something. When we say "I won't" we are reclaiming our power of choice. See examples below:

VICTIM STATEMENTS	POWER STATEMENTS
I can't go because I have no one to watch the kids.	I choose not to go because it is too much trouble to find someone to watch the kids.
I can't quit smoking.	I won't quit smoking.
I can't help myself.	I won't help myself.
I can't wear black.	I choose not to wear black.

Afterwards, ask students if they felt that changing their language made a difference.

Reprinted from *Life Skills for Single Parents: A Curriculum Guide.* Beverly Uhlenberg & Cary Estrom, University of North Dakota Grand Forks, Bureau of Educational Services and Applied Research, 1988.

2.02 Activity

Guidelines for Using Affirmations

You can only affirm yourself. In writing affirmations, **you are changing your self-image.** Only you can deliberately control the input of information and visualization that comes into your subconscious.

Affirmations use positive sentence structure. Do not describe what you want to move away from or eliminate. Instead, paint the picture of the change you want to happen. For example, do not make an affirmation like "I'm no longer a failure;" put it into positive statements like "I am successful."

Write affirmations in the present tense. (I am, I can, I have, etc.) The only time frame that the subconscious operates on is present tense, here and now. Statements like "some day," "in the future" detach yourself from the change you want to experience **now**. The subconscious must receive a picture of you as though you are looking out of your own eyes at what you are achieving, and your emotional response to that change.

Use "I am" and "I have," as well as ability, "I can" statements to express clearly the picture you desire. The more you subconsciously act **as if** you are already in possession of that quality or change, the faster your self-image will make it evident in your daily actions.

Make no comparisons. Writing affirmations is a personal process that has nothing to do with anyone around you. You are unique, and comparing your growth to others around you provides little value in measuring personal growth. Strive to bring about some changes in your self-image that you want by affirming the qualities that are best for you.

Use action words to describe the activity you are affirming. Use words like "I enjoy," "I like to," "I can easily." Put some excitement into your affirmations to spark an emotional picture in your subconscious and make the experience more believable and attractive.

Be accurate and balanced. Affirm only as high as you can honestly imagine yourself becoming or performing. Do not overshoot or undershoot. Try to visualize the end result so vividly that you can stay on course to your goal.

Refrain from affirming perfection! It is ridiculous and self-defeating to make assumptions about yourself or your accomplishments that you know have very little chance of ever happening or lasting. Avoid terms like "I always," "Every time I will" or "I'll never."

Without really meaning to hold you back, some people around you may get upset when you start changing and growing. They are used to old habits. Use good judgment, and only reveal your affirmations to those persons who need to know them and who will support you in realizing them more quickly.

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2.03 Information

Guidelines for Affirmations

- Speak in the first person by using "I" statements.

  For example: "I am ...," "I have ...," "I can ...."

- Use present tense to discuss what you are capable of right now.

  For example: "I know I can do this."

- Use words that trigger emotions.

  For example: "I am excited because ...," "I am delighted that I can ...."

- Avoid comparing yourself to others. Affirming is a technique for individual and personal self-appreciation.

  For example: "X is a much better .... than I am."

- Repetition is essential. Placing affirmation statements on your folder, your bathroom mirror, refrigerator door, etc. will help you to visualize yourself as a strong, competent person.

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2.03 Information

Additional Sample Affirmations

- I am highly motivated to reach my career goal.
- I finish everything I want to finish.
- I love myself; I am gentle and patient with myself.
- I can do it.
- I am able to express myself clearly, honestly, and directly.
- I am able to deal with my emotions openly, honestly, and appropriately.
- I am a warm and caring person.
- I am strong and resourceful.
- I am healthy, wise, loving of myself and others.
- I have the energy, courage, and resources to make those changes I need to make.
- I respond only to positive suggestions.

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White Bear Lake, Minnesota.

2.03 Information

Using Affirmations

An affirmation is a positive thought that you consciously choose to immerse in your consciousness to produce a desired result. In other words, what you do is give your mind an idea or purpose. By repetition you can feed your mind positive thoughts and achieve your desired goal.

Write each affirmation ten or twenty times on a sheet of paper, leaving a space on the right-hand margin for responses. As the affirmation is written on the left side of the page, you also jot down whatever thoughts, considerations, beliefs, fears, or emotions that may come into your mind on the right side of the page. Keep repeating the affirmation and observe how the responses on the right side change. This will give you the opportunity to discover what is standing between you and your goal.

Pick out the affirmations that apply to you and begin working with them. After you have gotten in touch with most of the negative responses your mind has to the affirmation, it is a good idea to stop using the response column and just keep writing the positive, affirming sentence.

1. I, ________________, was born with a limitless capacity for enjoyment and pleasure.

2. I, ________________, have a basic trust that my affirmations will work and my efforts will be rewarded.

3. I, ________________, am highly pleasing to myself.

4. I, ________________, am highly pleasing to myself in the presence of other people.

5. It is more important that I, ________________, please myself than to please men.

   It is more important that I, ________________, please myself than to please women.

6. I, ________________, am no longer dependent on a man's approval for my self-esteem.

   I, ________________, am no longer dependent on a woman's approval for self-esteem.

7. I, ________________, am learning to love myself more every day.

8. I, ________________, respect my own uniqueness.

2.03 Activity

9. I, ________________, like myself even if men are not present.

I, ________________, like myself even if women are not present.

10. I, ________________, can trust myself and go at my own speed.

11. I, ________________, am good enough to be loved by __________.

12. I, ________________, now practice being good to myself.

13. I, ________________, am not a failure. I, ________________, am a total success.

14. I, ________________, now praise and acknowledge myself verbally to myself.

15. I, ________________, now approve of all my actions.

16. I, ________________, now have confidence in my ability.

17. I, ________________, will no longer look for faults in myself to explain other people's actions towards me.

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Group Affirmation Activities

Teen parents may feel more comfortable starting out making affirmations for *each other* before they make them for themselves. Following are some suggestions for working on affirmations and positive statements in the classroom. These activities are intended to build individual and group self-esteem, and to bond the group together as a unit.

- **Introducing Each Other:** Divide the class into pairs and instruct students to take turns interviewing each other for 4 or 5 minutes each. Each student's task is to develop three positive statements about her partner. These statements can be gleaned from questions or from observations. Bring the class together again and have each student introduce her partner and state three positive things about her partner. No negative statements should be made at this time, and introductions should be brief and direct, with no explanations or "excuses." For instance, "I think Felicia is a good mother even though she worries about it because she . . ." should be changed to, "Felicia is a good mother." The instructor may want to provide some questions to get the interview going. Questions may include: What is something you've done that you feel good about? What are some of your strengths? What are some qualities you would like to develop in yourself?

- **Helping Each Other:** Divide the class into groups of three or four. Each student will state to her peers goals she would like to reach or positive traits she would like to develop or enhance in herself. The group will then change the wish or goal into an affirmation. For instance: Martha says she wishes she had more money and that she were smarter; the group develops the statements, "Martha has an abundance of money for her needs," and, "Martha is very smart." These affirmations should be written down by the group for each student to take home and paste up somewhere (the refrigerator, a bedroom wall, a locker) to remind her that her peers believe in her goals and wishes.

- **Affirmation Tree:** The group will make an "affirmation tree" out of construction paper or tag board. The trunk and branches of the tree can be cut out and taped on a wall of the classroom before the exercise or during. The job of the class is to develop the "leaves" and "fruit" of the tree. The leaves and fruit will be common and individual affirmations of class members: "We are good students," "We are good mothers," "I am successful," "I am beautiful." At least some of the affirmations should be commonly agreed upon by the whole class. Students will then cut leaves and fruit out of construction paper, write their affirmations on the papers, and tape them up on the affirmation tree. Similarly, students may develop affirmations and positive statements on colored paper and tape them up around the classroom, in their lockers, or around their homes.

- **Round-Robin Affirmations:** The instructor can again divide students into pairs to interview each other, or this activity can be conducted after a group discussion of students' strengths, goals, and qualities they would like to develop or enhance. The first student (or the instructor) begins by stating her name and a positive statement or affirmation ("My name is Nancy and I am worthy of love"). The next student restates the previous name and affirmation ("Her name is Nancy and she is worthy of love"), then adds her own, and so on. Whenever someone forgets or makes a mistake in restating her peers' names and positive statements, the exercise starts over with that student. The activity continues until all students have introduced themselves and had their names and affirmations restated at least once.

- **Group Affirmations:** As a group, students should develop a list of affirmations--positive statements based on goals or desires--that each student can agree to. The instructor may start this activity out by asking questions such as, "How many of you are or *would like to be* good parents?" If everyone responds positively to this statement, the instructor will write, "We are good parents," on a large piece of paper. After a list of group affirmations has been developed, each student will sign or write her name at the bottom of or in the margins of the sheet of paper. Finally, the instructor will lead the students in reading these affirmations several times as a group.

Developing a Winning Attitude

Directions: Fill in the blanks with the response that completes the following statements.

1. One thing I learned about myself today is ____________________

2. One thing that encourages change in me is ____________________

3. One put-down I said or thought about myself that I would like to reverse is

4. In order to become more positive about myself, one thing I plan to do today and this week is ____________________

Reprinted with permission from The Women's Development Center, Waukesha County Technical College, Pewaukee, Wisconsin.

2.03 Activity

Talking With Oneself/The Mind Is Its Own Place

Contrary to what you might have heard, talking with yourself can be a very healthy thing to do. In fact, what you tell yourself can help determine whether you become victor or victim in your communications with yourself and other people.

Example: To Ask or To Remain Silent

You are in a vocational-technical education class and don't understand the teacher's explanation. You want to stop the teacher and ask for clarification, but your internal "victim" responses begin. "If I speak up," these responses say:

> My classmates will think I am stupid.
> The teacher might scold me.
> Everybody will laugh at me.
> "They" won't like me.
> The teacher will fail me.
> I'll feel terrible.
> I'll be embarrassed.
> I'll fail this course and won't be able to get a job.

Questions worth asking:

1. What is the reward for remaining silent?

2. What is the "risk" of speaking out?

3. What is the worst thing that could possibly happen if I spoke out?

4. How likely is the "worst" to happen?

5. Could I handle the worst?

6. Am I making what I think to be someone else's opinion more important than my own in this situation? If so, why?

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2.03 Activity

Competency 3.0

Skills to Make Transitions

3.01 Describe the phases of the transitional process
3.02 Identify barriers to effective transitioning
3.03 Develop a personal strategy for transition

Competency 3.0
Overview

Living through a time of major life change is a huge challenge. A new child, learning to become self-sufficient, and facing the transition to adulthood, require the skills and the confidence to adapt to change.

One difficult part of life transitions is that of setting new goals. Goals help us focus our thoughts and direct our energy in the way that makes the most sense for us.

This competency is designed to enable participants to understand the process of making a life transition and to develop skills to make those transitions as smooth as possible. Participants completing Competency 3.0: Skills to Make Transitions will be able to:

3.01 Describe the phases of the transitional process
3.02 Identify barriers to effective transitioning
3.03 Develop a personal strategy for transition

Indicator 3.01 provides instructors with an opportunity to discuss typical life changes and specific changes teen parents have been experiencing. Indicator 3.02 helps participants think about obstacles to setting new goals for themselves, and offers suggestions to help people through change. In Indicator 3.03, participants write contracts with themselves. These contracts help them clarify their short-term and long-term goals.

Note: Setting goals and learning to overcome obstacles are addressed in more depth in Competency 14.0: Skills to Develop Self-Motivation.

Resources

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Nine Points to Help Aid You in a "Change"

Point One: Dare to love yourself in a world that gives no guarantee.

This is the fundamental rule and in many ways the most difficult to understand. If you've felt it, love sounds like utter crap. But it's true: love is the key. It frees you from your fears and gives you the courage to grow. Not that you'll never hurt again. Forget that right now. Life has pain. But through self-love, and all the other kinds, the pain won't matter as much. You will have an indestructible sanctuary and it begins with self-love. Avoid loving yourself and you will be trapped in a desperate life. It's just you and you: without your cooperation you're not going to get anywhere at all.

Point Two: Pay attention to what you feel. If you don't like the way you feel, it's usually a sign that you're not getting what you need.

Bad feelings are not simply "bad": they are good and useful too. They are a way you tell yourself something you might not want to hear. Whenever you have an annoying or painful feeling, it's a message that you're not getting something you need. We're not saying seek discomfort, but we are saying when it comes, listen!

Hurt takes many forms--sad, depressed, down, bored, blah, anxious, angry, or empty. Even bodily symptoms can be signs of hidden hurts: back pain, headaches, tense, tired muscles. When you're missing something, your hurting says, wake up!

Point Three: Nobody can really tell you the "answer" to life's problems so you might as well try what feels right to you.

This one's quite a "theory" with us. Why? We spend a large portion of our lives working with people who are unnecessarily hurting. People who have "screwed themselves up" in a vain attempt to live up to someone else's expectations. They follow someone else's rules because they are afraid to listen to themselves. The tragic waste makes us sick. If you saw it everyday, it would make you sick, too.

Point Four: If what you are doing isn't getting you what you want, try something different.

Iron-clad common sense. Yet this principle is almost universally ignored. For most people, habit rules. Doing the "same old thing" is always easier than trying something new. It's as though people are terrified that something new might be even worse. If the new thing you try doesn't work better, then why not try another new thing! If you're not getting where you want to be, change is the only way to get there. *The best way to change the way you feel is to change the way you act.*

Point Five: If you're going to risk a change, try something likely to satisfy your needs while increasing your self-respect.

3.02 Information

Finding your own way is a difficult task. It's hard to ever be sure what is best for you. Your chances for satisfaction will be good if you focus your energies on satisfying your needs and acting in a way you respect. When you're living to please others, it's easy to get "confused" or "stuck." When you give yourself permission to satisfy yourself first, ideas and plans can grow overnight.

Point Six: When you are considering a specific change, make a list of all the worst possible things that could happen.

Why? Change is a risky business. Anytime you do something new, you're taking a chance. Consider the possibilities; look at the pros and cons. Is the change worth it? Sometimes it isn't. But don't let your hidden fears decide for you. Get your worries on paper. Weigh the choice of spending the rest of your life feeling the way you do now against the risk of a bad outcome from your attempted change.

Point Seven: Before you change, take a few moments to praise yourself honestly, complimenting yourself for some specific attribute.

Example? Sensitive, caring, hardworking, anything that may apply to you. This might seem frivolous but berating yourself under the guise of "honest criticism" is a cowardly but terrible popular habit. Many people actually grow up embarrassed to like themselves. Little wonder they feel disorganized, "untogether." Self-contempt leads to internal mutiny. Treat any person, even yourself with contempt, and they are bound to be uncooperative. If you are not giving yourself at least as much praise as you do criticism, you'll never get to use your full power.

Point Eight: If you decide to take a chance, don't just think about it, do it!

Thinking has to be one the biggest wastes of time that we humans have invented. Worry is the only thing worse. Insight and understanding change nothing--action does. If you decide to try--go for it. And don't criticize yourself while you're making an effort. Cheer yourself on! Many people are afraid to try anything wholeheartedly. Their efforts are undermined by their own self-criticism.

Point Nine: After you try a change evaluate the results; whatever happens, congratulate yourself for your courage to try.

Even if the change didn't satisfy your hopes, you will have avoided the trap of self-defeat. Your own support will let you feel better about yourself because you tried, because you risked, because you took the chance rather than pathetically resigning yourself to fate. Ultimately, how you feel about life is how you feel about yourself.

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Points to Help You in a "Change"

1. Dare to love yourself.

2. Pay attention to what you feel.

3. Try what feels right to you.

4. If what you are doing isn't getting you what you want, try something different.

5. Try something likely to satisfy your needs while increasing your self-respect.

6. Make a list of all the worst possible things that could happen.

7. Praise yourself honestly.

8. Don't just think about it, do it!

9. Congratulate yourself for your courage to try.

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3.02 Overhead

Dealing with Fear

Part A

1. Of what specifically am I afraid? (Write out the answer. Writing will help you make that fear known and concrete. Then you can deal with the fear because it is no longer vague and general. A fear reduced to words on paper is not nearly as threatening as a vague fear roaming around inside you. Use the back of this page.)

2. How does this fear make me feel? ______________________________

____

3. Am I really afraid of failure, or am I afraid of someone else's opinion if I fail?

____

____

   a. If yes, whose opinion? ______________________________

   b. If yes, why should I allow someone else's opinion to be more important than my own? ______________________________

   ____

4. Am I allowing fear to keep me immobilized by telling myself, "I can't do a thing--I'm scared to death"? ______________________________

____

5. Am I allowing fear to help me avoid the responsibility of taking some kind of action? ______________________________

____

6. Am I allowing fear to help me avoid the risk of taking some kind of action?

____

3.02 Activity

7. What is the "reward" for my remaining fearful? ______________________________

____

8. What is the cost of remaining fearful? ______________________________

____

9. What are possible ways I can handle his fear? (List as many as you can.

   Record these answers without stopping to analyze them.) ______________

____

____

Part B: Dialogue

Share the answers to the questions with a class partner (or in a small group). Sharing your fear can help you look more objectively at it. Also, your partner can probably add to your list of alternatives for handling your fear. Finally, your partner can interject some positive ideas to help you stop the snowballing effect of fear.

Finally, underline the best solution (see question no. 9) for handling your fear. Then ask yourself:

1. What is the worst thing that could happen if I put this alternative into action?

____

____

2. How likely is the worst to happen? ______________________________

____

3. Could I handle the worst? ______________________________

____

4. What is the best thing that could happen if I put this alternative into action?

____

____

5. Could I handle the best? ______________________________

____

6. Am I ready to put this alternative into action? ______________

____

(Note: Use the procedure details above for handling each of your fears individually.)

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Obstacles to Setting Goals

Establishing goals and working toward those goals is not simple. Sometimes before we actually decide on specific goals we should recognize some barriers that may interfere with successful goal setting. Teenage parents, in particular, may need to deal with some very personal matters that may prevent them from setting goals or from successfully working toward their goals. Some of these obstacles may be:

1. **Past disappointments**

Many teen parents have experienced painful disappointments in their lives. It is impossible, however, to move toward the future if you are constantly remorseful about the past. Events in our past certainly have an effect on the way we deal with our present and our future. But if we allow the mistakes or hurts of the past to prevent us from dealing with life, we only cheat ourselves out of the enjoyment of the present.

Concentrate on putting the past behind you. Place your thoughts and actions on the present and the future. Setting new goals is a very effective way of redirecting your thoughts. If you establish goals that demand your attention and your time, past disappointments will tend to become less a priority. Even attaining small steps toward a new goal will result in feelings of competence and achievement.

In life, it isn't what happens to you that determines your future, it's your reaction to what happens that's important! One thing that cannot be taken from a person is that person's right to choose her attitude--her reaction to whatever happens in life. It is the fundamental right of each of us--actually our *responsibility*--to make choices affecting our lives. Success and happiness do not depend on luck, but rather on hard work and perseverance.

People who have experienced great disappointments or who have made what they think of as mistakes in their lives find it very easy to treat trouble, depression, worry, and guilt as best friends. They concentrate their attention on self-pity and regret. Many of their statements begin with the words "If only I had . . ." or "I wish that I had not . . ." Every person makes mistakes in life, but feeling sorry for yourself and regretting your past only makes it impossible to enjoy the good things in life. These feelings place an insurmountable barrier between you and your goals for the future. In order to successfully begin the journey toward your new goals, put the past behind and learn to concentrate your most positive thoughts toward the future. Action is a very good cure for depression.

2. **Lack of self-confidence**

Most people feel a sense of inferiority in some part of their lives which may result in feelings of inadequacy or incompetence. We tend to concentrate on our weaknesses instead of our strengths. Teen parents, particularly, may not be able to identify their good qualities. Since many of

3.02 Information

you have never worked or may have worked only at low-paying menial type jobs, you may visualize yourselves as lacking in potential. While it may be true that you lack training in specific skills, you probably overlook talents and abilities that can be effectively enhanced with proper training.

Women have also been conditioned passively to believe that self-confidence is very much akin to arrogance or boastfulness. We have been trained to minimize our own innate talents believing that acknowledging our special abilities is a sign of self-conceit. Men, of course, have always been more comfortable with recognizing their talents and building on those talents or interests. Self-confidence is actually a very positive trait. It should be an accurate assessment of your own best qualities and abilities. Quiet, yet assertive, self-confidence provides a feeling of competence that enables you to move toward your goals.

Self-confidence results from a thoughtful assessment of your special qualities, interests, and abilities. Make a list--an *honest* evaluation--of your own best qualities. Take some time to do this. You'll probably find that you have many personal qualities in which you can take pride. Concentrate on these positive qualities. Knowing more about ourselves leads to the self-confidence necessary for effective goal setting. An honest effort to evaluate good qualities usually leads to acknowledgement of at least as many pluses as minuses.

3. Fear of failure

The fear of failing looms like a dark cloud over many of our best plans for achieving goals.

Mistakes in the past may be viewed as failure or they may be viewed as education. It's true that this type of education can be painful. Many successes, however, have been prefaced by years of failure. Thomas Edison and Abraham Lincoln each experienced years of failure in many endeavors before they achieved even a small degree of success. The same is true of many famous high achievers.

Remember, if you fail in one instance or in one area of your life, that does not make you a failure. Very few people, if any, get through life without some failures. A person who does not fail at something probably has not attempted much. To let one failure, or even several past failures, overshadow your entire future is a mistake!

4. Fear of risk

Fear of risk is very much like fear of failure. We hesitate to take risks because we fear failure. People often do not attempt new things until they are sure the results will be positive. You have to be willing to take some calculated risks. If you wait for the assurance that everything will always turn out well, you're likely not ever to try anything. After all, almost everything we do involves some risk.

Perhaps what we fear most is not a physical risk but an emotional risk. Enrolling for a class involves the risk of failing that class. It also contains the possibility of doing very well and being the avenue for a better-paying job. Accepting a new job involves the risk of being fired. On the other hand, it also provides the opportunity of finding a satisfying career with many other benefits.

Be willing to take calculated risks. Be willing to venture out. This does not mean being foolhardy. There are some definite ways to soften the risk factor and guard against failure to some extent. It's always a good idea to get advice from people who may have had similar experiences. Listen to sound advice, but don't listen to people who always see the dark side and who always seem to be predicting doom. Talk with several people in similar situations, then evaluate their advice in view of your own interests.

If you are considering a challenge that involves some particular risks, it might help to write a list of the possible negative outcomes. This may sound like a backwards way to approach a decision. However, acknowledging what risks you face may help you decide just how strongly you feel about taking the risk. Ask yourself: What is the worst possible result of this decision and how would I cope with this result? If you are willing to go ahead and take the risk knowing what might be the most negative result possible, then you have open-mindedly considered all the possibilities.

Once you acknowledge what risks may be involved in setting a goal and you have decided those risks are worth the challenge, then put those negative possibilities behind you and concentrate your full efforts toward making you goals successful. Make your plan toward achieving your goals very specific and detailed. Explore all the possibilities, and then set your sights on achieving your goal. Determination and perseverance go a long way toward conquering potential risks.

5. **Procrastination**

It always seems easier to plan to set goals "sometime." We tend to say, "Just as soon as . . . , then I'm going to set some new goals." There will always be reasons why the present is not the time. For some people, procrastination is a way of life. Why do anything now when you can put it off until later? Unless you make a plan for accomplishing your goals, chances are you'll continue to procrastinate indefinitely.

Sometimes people think of a goal they would like to attain, but they think lack of time is a problem. It's important, first, to decide what your specific goals will be and then to decide how much time you can spend working toward achieving those goals. It may startle you to discover how much can be accomplished in a minimum amount of time. For instance, if you decide you can spend only one hour a day toward a specific goal, that is approximately 30 hours a month or approximately 365 hours a year. Much can be achieved in that amount of time. If you want to write a book and you can write only one page a day, you can write 365 pages in a year's time. The important thing is to set aside a definite time and then stick to it. Don't allow outside interruptions to cancel your plans.

It is very tempting to spend more time planning to set goals or planning ways to achieve your goals rather than actually working toward those goals. It is important to make the proper plans, to decide exactly what your goals will be, and then to set out definite objectives for attaining those goals. However, it is very easy to spend an excessive amount of time and effort in planning. Plan sufficiently, and then get started. Even taking small steps toward your goal gives a feeling of achievement.

Remember that the "perfect" time to begin working on your goals will probably never come. Circumstances in your life may never make it easy to make change or to eliminate risks. Sometimes you simply have to decide that change, however minor in the beginning, must begin immediately. Don't wait for the "perfect" time. Do it now!

6. Expectations too high

History is filled with accounts of people who had a dream, worked hard to achieve their goals, and in so doing made a contribution to all humankind. We are certainly indebted to the achievements of these outstanding persons. Does having a goal, however, necessarily have to be on such a high level? Many people think that setting goals means aiming to do something extraordinary that will bring fame and fortune. If achieving your goal brings that type of success, that's wonderful, but don't hesitate to set everyday, common type goals that don't necessarily shake the world. If your personal world is slightly shaken, this is success.

Your goals may seem small when compared with someone else's goals, so you may be tempted to view your less extravagant goals as inconsequential. Goals setting must be a very personal commitment. One person's goals are not appropriate for anyone else. To set your own goals requires self-evaluation and assessment of exactly what you want your life to be. Don't be misled into thinking that your goals are more insignificant than another person's goals or that your goals must have global significance to be effective. Life develops even from the small decisions we make.

Adapted from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P.O. Box 54, Northport, Alabama 35476.

Obstacles to Setting Goals

- Past disappointments
- Lack of self-confidence
- Fear of failure
- Fear of risk
- Procrastination
- Expectations too high

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3.02 Overhead

Goal Setting Contract

Goal: What do I want?

____

____

____

Clarification: How will I know when I accomplish/attain my goal?

____

____

____

Action Plan: Write in specific actions, days and times.

1. Today:

____

____

____

2. This week:

____

____

____

3. This month:

____

____

____

3.03 Activity

Obstacles: How do I sabotage myself? What do I allow to get in my way?

____

____

____

____

Reward: What do I get? How will I celebrate my success?

____

____

____

____

Alternative: What will I do if I don't carry out my contract?

____

____

____

____

Completion date: ______________________________

______________________________ ______________________________

Today's date **My Signature**

____

Witness

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Competency 4.0

Skills to Maintain Wellness

4.01 Describe physical, intellectual, emotional, social and spiritual health
4.02 Assess one's state of health
4.03 Identify strategies to maintain health

Competency 4.0
Overview

Our health is something we often take for granted; we may exercise or go on an occasional diet, but health maintenance is usually not on our minds on a day to day basis. In times of transition or stress, though, we may suddenly become aware that our "health habits" are not serving us as well as they could. Poor diet, exercise, or sleep patterns may not become apparent until we face a period of stress or change, and then they may aggravate an already difficult situation. Especially during rough times in our lives, or times of transition, we let our health go. In addition, teenagers face special issues in maintaining their health and well-being as they encounter decisions about sex, alcohol, and drug use, among other things.

This competency addresses issues of health and wellness, and helps participants understand the importance of developing strategies for maintaining their own good health.

Participants completing Competency 4.0: Skills to Maintain Wellness will be able to:

4.01 Describe physical, intellectual, emotional, social and spiritual health
4.02 Assess one's state of health
4.03 Identify strategies to maintain health

Indicator 4.01 provides an opportunity for participants to think about and discuss their goals in terms of health. What does health mean to them? Through instructor-led discussions, participants will gain an awareness of holistic health issues. In Indicator 4.02, participants examine and assess their own health. A variety of activities and quizzes are provided. Finally, in Indicator 4.03, participants consider information about nutrition, exercise and lifestyle issues. Instructors may ask participants to set wellness goals for themselves.

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A Personal Approach to Staying Healthy

Directions: Engage the class in a discussion of "fitness" and "health" and what these concepts should mean for young women. As an introduction to the discussion, you may want to read the World Health Organization's definition of "health:"

> *Health is a state of complete physical, mental, and social well-being, not merely the absence of disease and infirmity.*

As a group, come to some agreement on a definition of fitness and health. Try to make the distinction between a practical approach and what "Madison Avenue" sells us as definitions of these concepts.

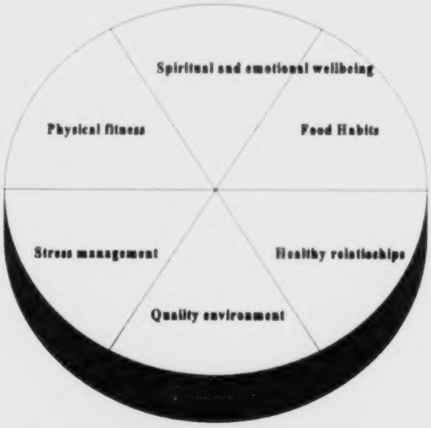
If time permits, invite a female doctor, nurse practitioner, or women's health care specialist to come in and talk with students on the need for women to become knowledgeable about their own bodies so that they can be effective advocates for their own health care needs.

Adapted from *Women in Nontraditional Careers (WINC) Curriculum Guide*. Women's Bureau, U.S. Department of Labor, 1984.

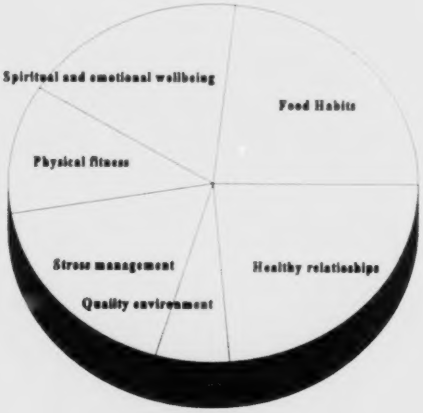
4.01 Activity

Wellness Pie

This wellness pie indicates the components of a healthy lifestyle. Self-responsibility is the element which is common to all slices of the pie.


Spiritual and emotional wellbeing
Physical fitness
Food Habits
Stress management
Healthy relationships
Quality environment

Using the empty pie below, diagram your present lifestyle. Make the size of each slice of your pie correspond to the amount of attention you give to that wellness component in every day life. For example, your pie may in reality look something like the one on the right.


Spiritual and emotional wellbeing
Food Habits
Physical fitness
Stress management
Healthy relationships
Quality environment

Are any areas of your life being neglected?

Are any missing?

Which areas are most important to you?

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4.01 Activity

Services Center, Little Canada, Minnesota.

Checking Out My Health

An important part of the evaluation process is an assessment of your physical well-being and general attitudes toward health.

1. Rate your present health status:

______	Excellent	______	Fair
______	Good	______	Poor

2. On what basis did you evaluate your general health?

______ Recent physical exam
______ Infrequent illness
______ Frequent illness
______ Other factors (describe) ____

____

3. Rate your present energy level.

______	Excellent	______	Fair
______	Good	______	Poor

4. On what basis did you evaluate your present energy level?

____

5. To what factors do you attribute your present energy level?

____

6. Check your health concerns.

______ Excessive use of non-prescription drugs
______ Excessive use of prescription drugs
______ Excessive use of alcohol
______ Excessive use of tobacco
______ Excessive use of stimulants (coffee, tea, cola)
______ Chronic (longstanding) underweight
______ Acute (recent) underweight
______ Chronic overweight (______ pounds)
______ Acute overweight
______ Chronic nervousness

4.02 Activity

______ Acute nervousness
______ Poor nutrition
______ Poor sleep habits
______ Lack of regular exercise
______ Infrequent self-examination for breast cancer
______ Frequent periods of depression
______ Occasional periods of depression
______ Unexplained anxiety
______ Other concerns (list or describe)

7. Date of your last general physical examination ______________________________

8. Date of your last dental examination ______________________________

9. Date of your last eye examination ______________________________

10. Date of your last gynecological examination ______________________________

11. What are physical handicaps which you must consider in a career choice, employment, or further education? (Example: blind in one eye, heart condition, leg injury, etc.)

____

12. What knowledge do you feel would assist you in maintaining or improving your health?

______ Nutrition
______ Diet
______ Exercise
______ Drug and/or alcohol abuse
______ Mental health
______ Other (describe) ______________________________

____

13. Plan for improvement:

1. ____

2. ____

3. ____

Adapted from *Single Parent/Homemaker Training for Life Skills Handbook--Final Report*, 1987, by permission of the Kentucky Department for Adult and Technical Education, Frankfort, Kentucky.

Choose a Healthy Lifestyle

Some people take care of themselves only when they feel they're coming down with something. When they have a cold, they get plenty of rest and drink orange juice. When they don't feel well, they watch what they eat. The rest of the time their habits are not healthful.

Other people don't wait to get sick to take care of themselves. They do a number of things to make sure they stay healthy. They try to eat right all the time. Exercise and rest are part of their day--every day. These people avoid certain habits that have been shown to harm health.

What is the difference between the two kinds of people? In the first case, the people are trying to *get* healthy. In the second case, they are trying to *stay* healthy.

People in the first group are more likely to get sick. They are more likely to do things that give sickness a chance to strike. People in the second group try to keep themselves healthy, so sickness barely has a fighting chance.

Which group do you belong to? Is there a way to find out? Answer the following questions. They can give you an idea as to whether or not you have a healthy lifestyle.

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4.02 Information

Healthy Decisions, 1987, by permission of the Minnesota Curriculum Services Center, Little Canada, Minnesota.

Wellness Inventory

Read each of the following statements. Decide if the statement is 1) always true for you; 2) usually true for you; 3) never true for you. Then check one of the three spaces. Determine your lifestyle scores as directed *after you complete the inventory*.

Stress Management	Always	Usually	Never
1. At bedtime, I fall asleep easily.			
2. I get a full night's sleep			
3. If awakened, it's easy for me to fall asleep again.			
4. I don't bite my fingernails.			
5. I take 15 to 20 minutes a day for myself to do whatever I want.			
6. Rather than worry about something I can't solve right away, I put off thinking about the problem until later.			
7. I don't worry about money often.			
8. I make sure I take time each day to relax.			
9. I am alert and rarely tire out (except after hard physical activity).			
10. I am happy with my life.			
Total			
Personal Health and Safety			
1. I do something to protect my home from fire and safety hazards.			
2. I use dental floss.			
3. I don't smoke.			
4. I have fewer than three colds a year.			

4.02 Activity

5. I try to stay away from fumes or exhaust gases. ______ ______ ______
6. I turn off appliances when they are not in use. ______ ______ ______
7. I collect papers, cans, and glass that can be recycled. ______ ______ ______
8. The thermostat in my home is set at 68 degrees or lower in the winter. ______ ______ ______
9. I use air conditioning only when necessary. ______ ______ ______
10. I wear a lap safety belt 90% of the time that I ride in a car. ______ ______ ______

Total ______ ______ ______

Nutritional Awareness

1. I eat at least one raw fruit or vegetable each day. ______ ______ ______
2. I drink fewer than five soft drinks a week. ______ ______ ______
3. I avoid salting food after it is on my plate. ______ ______ ______
4. I avoid needing medicine. ______ ______ ______
5. I have a good appetite. ______ ______ ______
6. I stay within 10 pounds of my ideal weight. ______ ______ ______
7. I avoid eating sugared cereal for breakfast. ______ ______ ______
8. I avoid eating between meals. ______ ______ ______
9. My biggest meal of the day is breakfast. ______ ______ ______
10. I avoid eating fried foods. ______ ______ ______

Total ______ ______ ______

Self-Responsibilities/Feelings

1. It's easy for me to laugh. ______ ______ ______
2. I like getting compliments. ______ ______ ______
3. It's easy for me to give honest compliments to others. ______ ______ ______

4. I have at least five close friends. ______ ______ ______
5. I look forward to the future. ______ ______ ______
6. At times I like to be alone. ______ ______ ______
7. I think its okay to feel anger, fear, joy, or sadness. ______ ______ ______
8. I feel okay about crying and allow myself to do so. ______ ______ ______
9. I listen to and accept good advice rather than getting angry. ______ ______ ______
10. I would seek help from friends or counselors if I had a problem. ______ ______ ______

Total ______ ______ ______

Physical Fitness

1. Whenever practical, I climb stairs rather than use escalators or elevators. ______ ______ ______
2. I regularly ride my bike, run, or walk for exercise. ______ ______ ______
3. I like to exercise. ______ ______ ______
4. I take part in strenuous activity at least twice a week. ______ ______ ______
5. I do some warm-up exercises before doing hard exercise. ______ ______ ______
6. I urge my family to join in physical activity. ______ ______ ______
7. I have enough energy to get through daily activities. ______ ______ ______
8. I do some form of stretching exercise for 15-20 minutes at least twice a week. ______ ______ ______
9. I don't ride in a car when I could walk instead. ______ ______ ______
10. Physical activity is part of my life. ______ ______ ______

Total ______ ______ ______

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Find Your Lifestyle Scores

You can get an idea of the "health" of your lifestyle by scoring your answers to the statements. Here is how to score them:

Never = 1 point
Usually = 2 points
Always = 3 points

1. Add your scores in each of the five areas listed.

2. Write down your scores.

Stress ______ Points
Personal ______ Points
Self-Responsibility/Feelings ______ Points
Fitness ______ Points

3. Now look at the lifestyle chart below to see where your scores appear.

1-10	Risky
11-15	Good Start
16-20	On Your Way
21-25	Getting Close
26-30	Staying Healthy

This chart indicates scores for *each* category. So, a score of 11-15 under **stress** and 21-25 under **fitness** would indicate that you have a good start on managing stress in your life and you are getting close to a healthy lifestyle in the area of fitness.

4. Answer these questions:

- From the lifestyle chart, what can you say about your health habits?
- In what areas are your health scores best (highest)? Who helped you build these good health habits? How could you make these good scores better?
- In what areas can you see room for improvement (which had the lowest scores)? What do you think you could do about these? What things might be hard to change? Who could help you change your health habits?

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Do You Make Healthy Lifestyle Decisions?

Your attitudes, your self-esteem, your decisions, and your lifestyle all affect your health and well-being. Below are some statements to assess how your lifestyle decisions may affect your well-being. Rate the following statements from 0 to 4, 0 being "never true" and 4 being "always true."

4 = always true
3 = usually true
2 = sometimes true
1 = hardly ever true
0 = never true

For instance, if you generally try to get regular exercise, but do not always do so, you would put a 3 ("usually true") for the first statement.

1. ______ I get regular exercise.
2. ______ I feel good about myself and my body.
3. ______ I feel that my body is worth taking care of.
4. ______ I take care of myself as well as I take care of my child.
5. ______ I avoid drinking alcohol excessively.
6. ______ I do not use illegal drugs.
7. ______ I do not abuse prescription drugs.
8. ______ I won't go out with a guy who drinks too much or uses drugs.
9. ______ I stay away from parties where I know there will be excessive drinking or dangerous activities.
10. ______ If I have sex, I protect myself against accidental pregnancy and sexually transmitted diseases.
11. ______ I stay informed about sexually transmitted diseases and prevention methods.
12. ______ If I have sex, I talk with my partner about sexually transmitted diseases and pregnancy prevention.
13. ______ I can name at least five sexually transmitted diseases and some ways to prevent their transmission.
14. ______ I do not drink and drive.
15. ______ I will not get into a car with a driver who has been drinking or using drugs.
16. ______ I practice "safer" sex (I use condoms when I have intercourse with a man).
17. ______ I do not give in to pressure from friends or peers to engage in activity that I know could endanger my health and safety.
18. ______ I eat a well-balanced diet.
19. ______ I do not "punish" myself by depriving myself of food or engaging in risky activity.
20. ______ I do not go on starvation diets or "purge" (make myself vomit) to lose weight.

4.02 Activity

21. ______ I stay away from gang activity or activity involving weapons.
22. ______ I won't go out with a guy who is involved in gang activity or drug-dealing.
23. ______ I won't go out with a guy who I think might harm me or my child.
24. ______ I do not do anything that I would not want my child to do when he or she turns eighteen.
25. ______ I want to live a long, healthy life.

Now, add up your total point score. If you scored from 92-100, you are probably living a fairly healthy lifestyle and generally making good decisions for yourself. If you scored between 82-92, you may want to examine how you feel about yourself and your health, and work on certain areas to make decisions that are good for you (AND for your child). If you scored between 72-82, you could be making some dangerous decisions about how you live your life, and if you scored below 72, you may be seriously endangering your health and well-being through your lifestyle.

If you scored below 82 on the lifestyle decision scale, or if you would just like some help changing some things in your life, you may want to get advise from a trusted adult. Go to your teacher, a parent, a counselor, or another adult whom you trust and discuss your answers to some of these questions. Ask them to help you find information and organizations that deal with any particular problems you are facing as you make lifestlye decisions. If they can't help you, DON'T GIVE UP: ask someone else! And keep asking. You may need to be persistent to find the help you need to make good decisions for yourself.

Food for Healthy Families

Food related activities such as planning meals, grocery shopping, preparing meals and cleaning the kitchen take more time and must be done more often than any other tasks in the home. Money spent on food may consume 25% or more of a family's income, second only to housing in the family budget. Since meal management takes a large portion of a family's time and money, it makes sense to focus on managing meals as efficiently as possible.

Learning meal management skills is especially important for single parents. The single parent who has experience in managing meals may feel a need to streamline tasks and to decrease food spending as a result of the demands of single parenting. The single parent who lacks experience and skills in managing food needs to learn these skills.

There are other important reasons for focusing on meal management:

1. Proper nutrition promotes good health, which means less money will be spent on medical bills. Healthy family members can function better at work, school and play.
2. Enjoyable meals served at regular times contribute to feelings of well-being and security for family members. A sense of family unity is felt by a family who eats meals together.
3. The hour preceding the evening meal can be the most stress filled hour of the day. Planning meals ahead of time can help reduce this stress and contribute to improved family relationships.

Reprinted from *Life Skills for Single Parents: A Curriculum Guide*. Beverly M. Uhlenberg and Cary E. Estrom, University of North Dakota Grand Forks, Bureau of Educational Services and Applied Research, 1988.

4.03 Information

Finally Lose Weight!
The Self-Esteem Plan

A winning strategy that begins with body-image building and positive self talk.
For Marsha Blair, losing weight was a 15-year-long losing proposition. She struggled with one diet after another and watched helplessly as the weight inevitably crept back on. "I hated being fat and I was miserable because I just couldn't seem to do anything about it," says Marsha. "I felt totally out of control." Having exhausted every diet plan and program imaginable--and still 125 pounds from her goal weight--Marsha decided it was time to accept her fate.

"I realized I was spending my whole life fighting this weight battle. I wasn't happy with myself or my life. I kept thinking that some day, when I lost the weight, I'd be able to do all the things I wanted to do. In effect," she says, "I was postponing living."

It was at this point that Marsha took a bold new stance: She made up her mind that, even if she couldn't be thin, she could be happy. She stopped badgering and criticizing herself about her weight problem. She shopped for new clothes and makeup, reviving her pride in the way she looked. She started treating herself with respect.

What happened after that? Believe it or not, Marsha (who, along with her husband Scott, won *Prevention's* Husband/Wife Body Makeover Contest) succeeded at losing 112 pounds. She's kept it off, too, for almost two years now.

First, Love Yourself

"It's as if you have to love it before you can lose it," says eating-disorders expert Emily Fox Kales, Ph.D., at McLean Hospital in Boston. "Liking yourself 'as is' enables you to care enough to take steps to improve your body physically."

Dr. Kales finds that many people who can't accept themselves overweight organize their lives around the day when they'll be thin. "I see overweight women who live in baggy clothes because they feel undeserving of nice clothes. It's a form of self-flagellation," she says.

So many of us--women in particular--are critical of our bodies, expecting perfection. Joyce Nash, Ph.D., a clinical psychologist and author of *Maximize Your Body Potential* (Bull Publishing), believes that this perfectionism often stands in the way of successful weight loss. "I have patients who feel that their eating behavior and bodies have to be flawless." The problem with perfectionist standards is that you set yourself up for failure.

"People who always strive to reach the ideal constantly feel they should do better," says Dr. Nash.

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No matter what they've achieved, it's not enough. They'll chastise themselves for falling a half-pound short of their weekly goal rather than acknowledging the fact that they're making progress. Or they'll quit dieting altogether just because they happened to give in to one irresistible craving.

To make matters worse, "each time [a dieter] loses then regains weight, she loses a little more self-respect and gains greater feelings of inadequacy," adds Thomas Wadden, Ph.D., co-director of the University of Pennsylvania Obesity Research Group.

Overwhelmed with feelings of worthlessness--and driven by her own negative thoughts--she gets caught in a vicious circle of failure. Too often, then, weight control becomes her nemesis. She'll deny herself her favorite treats and sentence herself to high-intensity, do-or-die workouts. Sometimes she'll force herself into uncomfortably tight clothes, thinking that will motivate her to stop eating. The odds that anyone can peel pounds *permanently* with this approach may be pretty slim. Chances are, you'll be so miserable, you'll look to food to soothe yourself, Dr. Kales warns.

Body-Image Building

Building self-esteem is the often overlooked but critical first step to any weight-loss program, explains *Prevention* advisor Kelly Brownell, Ph.D., co-director of the University of Pennsylvania Obesity Research Group. If you care about yourself, you'll be inclined to exercise regularly because it makes you feel good. You'll be willing to embrace a healthful, slimming diet, because your body thrives on it. And you can recover from the occasional binge--and get right back on course--because you forgive yourself. In short, you'll be in control.

To get started, here are a few body (image) building exercises:

Think of yourself as an attractive person, *now*. Take pride in your appearance. Treat yourself to a manicure. Try a flattering new hairstyle. Buy yourself a new dress sized to fit you comfortably, now. What's important is that you develop a positive attitude about the way you look at your present weight.

As a case in point, noted weight-control expert Susan Wooley, Ph.D., at the University of Cincinnati College of Medicine, describes an attractive client who complained about acquaintances criticizing her weight. Dr. Wooley asked the client to go through one day imagining herself as the most beautiful person on earth.

Having followed Dr. Wooley's advice, the woman reported that total strangers complimented her on her appearance. Dr. Wooley's point is that if you hold yourself in high esteem, others will treat you in ways that continue to make you feel good about yourself.

Be nice to yourself. Buy yourself flowers, tickets to the theater or a book you've been wanting. Don't wait until you've lost the weight to start living.

Focus on your strengths. Do you have a good sense of humor? Are you skilled at your job? Do you have a knack for parenting? Do you care about social causes? Is creativity your forte? Do you have a network of very good friends? Are you romantic? Usually, the things you're good at are the things you enjoy doing. So, make it a point to work at building your strengths every day--and remind yourself of your accomplishments.

Stop accepting all of the blame for your weight problem. "We try to unhook people from the notion that being overweight is a mortal sin," says Dr. Kales.

Be realistic about what you can achieve. "Accept the things about you that you cannot change," says Dr. Nash. Genetics and metabolism are important contributors to weight problems. If you've been 75 pounds overweight for 15 years, for example, you may have to settle for a goal weight that's somewhat higher than what the "idea weight charts" specify.

Set small, manageable goals. Start by choosing one or two small positive changes you can make today that you'll be successful at. They may be as simple as taking a 10-minute walk at lunch or eating an apple instead of a doughnut on your morning coffee break. At the end of the day, acknowledge your accomplishments, no matter how small they may be.

Stop gearing your life around food and your weight. As Dr. Nash puts it, "Life is not about weight control. It's about having a commitment beyond yourself -- raising a family, contributing to your community, doing a good job."

Start exercising now. A moderate program of aerobic exercise (like a brisk walk at least every other day) is a way of being good to yourself--and not just because it burns calories. One theory about why exercise increases the likelihood of losing weight and keeping it off is that it boosts your mood and self-esteem. Dr. Kales believes that exercise can also give you a sense of control that, in turn, improves your self-concept. Bean Robinson, Ph.D., a Minneapolis-St. Paul based psychologist, is another proponent of using exercise as a body-image builder. Those who are self-conscious about exercising in front of others should go about it more privately, she says. Take a walk in the park. Or buy indoor exercise equipment like a stationary bicycle.

Dr. Robinson also advises that you abandon silly notions about exercise clothing. "A lot of 'large' people have rules about what they can and can't wear. Many don't wear shorts, for instance." Try to free yourself from these ideas.

Positive Self-Talk

How you talk to yourself throughout the day can also have a tremendous impact on your self-image--and the success of your weight-loss program. Whether you know it or not, you talk to yourself all the time, not necessarily consciously or out loud. If you see a chocolate cake on the counter, for instance, your body isn't automatically drawn to it. In deciding whether or not to have a piece, you might say to yourself, "I've had a tough day. I deserve this." Or, "I've been dieting all week and haven't lost a pound, so I may as well eat it."

What's your next likely course of action? Probably cake-eating. But what might happen if instead you said to yourself, "I've had a bad day, but it won't solve anything if I eat cake. It won't make me feel any better." This kind of self-talk may well prevent you from eating.

The point is that self-talk plays an important role in determining how you'll act and how you feel about yourself. If your self-talk is negative and defeating, you may likely engage in self-destructive behavior like binge-eating or nibbling when you're not even hungry. On the other hand, if your self-talk is positive, you can often prevent inappropriate eating and feeling bad about yourself.

Here are some suggestions from the experts about how to make your self-talk more positive:

Develop an awareness of your negative, self-defeating thoughts. Each time you overeat or feel you've strayed from your goals, reflect on your thoughts before, during and after you ate. (It helps some people to keep a thought diary.) Even better, try to get in touch with yourself before the fact; when you feel like eating, stop and think about what's going through your head. Let's say you find yourself reaching into a bag of cookies while you're sitting in a traffic jam on your way home from work. You may find yourself thinking something like, "This will make me feel better." Or, "I've eaten three cookies, so I may as well eat the whole bag." If you have trouble getting in touch with your self-statements, say to yourself, "I'm acting as if . . . ," and complete the sentence. You might say, "I'm acting as if dinner is three hours away." Or, "I'm acting as if this will make the traffic jam go away."

Analyze your thoughts. Ask yourself if they're rational, true or helpful. In the case of the traffic jam, ask if it's really true that you can't wait until dinner. (After all, are you going to die if you don't eat the cookies?) Will eating the cookies really make the traffic jam break up? Will you really feel better after having eaten a whole bag of cookies? In the long run, will a mere three cookies make any big difference in your weight?

Challenge your thoughts. Come up with more positive, helpful self-statements. For example, "Of course, I can wait until dinner; if I wait the hunger may pass." Or, "Eating will not solve the problem." As for the classic, "I may as well eat the whole bag," challenge it with "Three cookies won't make me gain weight, but eating the whole bag might."

Give yourself credit. Instead of obsessing about the one day out of an entire week that you overate, focus on the six that went just fine.

Stop "catastrophizing." Instead of saying, "If I don't lose all this weight before my class reunion, I won't go," say to yourself, "I'll do my best. If I lose even a few pounds, I'll feel better."

Don't make excuses or rationalize. Challenge thoughts like, "There's no way I can cut back with the holidays coming." Or, "I deserve to eat it since I've been so good." Instead say, "It's hard to watch what I eat when I go out, but I can plan ahead." Or, "I deserve to celebrate, but I'll buy myself something other than food."

Avoid "never" and "forever" statements. How realistic is it to think that you'll never eat another candy bar or that you'll exercise every day for the rest of your life? Give yourself permission to deviate; no one can be perfect all the time. Marsha Blair, loser of 112 pounds, says she thinks she failed on many diets because she couldn't have certain foods. "It just made me want them more," she says. Now she gives herself the option of eating treats, which makes them less attractive. On a recent trip, she allowed herself dessert each night. But she doesn't do that every day.

Stop using food as a "Band-Aid." Marsha admits she used to eat when she was tired, bored, or angry. Now, when she feels like eating, she talks to herself, asking if she's truly hungry or if something else is bothering her. It makes sense: If you're not really hungry, you should try to figure out an alternative to eating, like taking a hot bath or going for a walk--something that will really make you feel better.

Change your "hot" thoughts to "cool" ones, when you're in a tempting food-related situation, says Dr. Nash. "Hot" thoughts focus on how good something would taste and how awful it would be if you couldn't have it. "Cool" thoughts, on the other hand, are more distanced, analytical ones that distract you from temptation. For instance, "It's not really worth it to eat that candy when I've made so much progress. Besides, I know what it tastes like and I can have it again some other day." Sometimes, it helps to wait for 10 minutes and see how you feel.

Avoid using negative, punitive words to describe yourself or your actions. "Stupid," "bad" and "cheat" are all no-nos. They only get in the way of feeling good about yourself and are usually way off base. After all, are you really a bad person just because you ate an extra piece of bread? Isn't "cheating" rather an extreme accusation if you go off your food plan? (Think about what it really means to cheat, say, on taxes or a school exam.) A more positive self-statement would be, "So I ate an extra slice of bread at dinner. I'll be more careful about my eating tomorrow."

Don't create self-fulfilling prophecies. If you tell yourself you'll always be overweight and that you're a failure, how can you ever hope for success? One woman who kept a self-statement diary found herself saying "I'll never lose weight. I lack self-discipline." She challenged it with "I can lose weight if I don't overeat." She acknowledged that the self-discipline accusation wasn't entirely true: "I complete my obligations on time." Then she rewarded herself with a trip to the library. Another time her negative self-statement was, "I'm fat and unattractive," which she countered with "I can be more attractive by wearing makeup and a nice dress."

Being more accepting of your body and yourself in general doesn't mean resignation to bad eating habits or inaction. Since you need your body, Dr. Nash stresses the need to take care of it. She sums it up nicely with, "You are not your body, but you are not separate from it either."

She feels that learning to feel good about yourself increases the likelihood that you'll be able to maintain new eating and exercise habits for a lifetime.

-by Anne Fletcher, M.S., R.D.

Reprinted from *Prevention*, January 1991, by permission of Rodale Press, Inc.

The ABCs of STDs
(Sexually Transmitted Diseases)

Any sexually transmitted disease (STD) is a hazard to a person's health. Being a responsible adult and knowing how to identify an STD, and who to see and/or what to do for treatment, can be life saving. Don't set yourself up to be one of the 10 million Americans who contract an STD every year.

A. Some Facts about STDs

1. STDs are caused by bacteria or viruses.
2. STDs are spread by sexual contact.
3. Anyone can get an STD (most people who contract STDs are between the ages of 15 and 25 years).
4. It is possible to have more than one STD at a time.
5. Any person with an STD needs to get professional medical treatment for the disease. Along with that responsibility, they should inform their partner or partners.

B. What Are Some STDs and What Do They Do to Me?

1. Gonorrhea
   - Caused by a sexually transmitted bacteria
   - Many women and men have no early signs of having the disease.
   - In men, the disease may cause white or yellow discharge from the penis, pain during urination, and/or swollen lymph glands in the groin.
   - In women, symptoms may include a discharge from the vagina with a burning feeling and pain.
   - The disease can be detected by a doctor with a blood test and medical examination.
   - Can be treated with penicillin or other antibiotics
2. Syphilis
   - This disease has three stages: 1) a sore appears at the site of infection 10-90 days after exposure, and then disappears; 2) rash, headaches, and sore throat occur 10-12 weeks after the sore has gone; 3) signs of the disease disappear on the "outside," but the disease begins to attack internal organs at this stage.
   - Carrying the disease for more than one year can cause heart disease, blindness, and brain damage.

3. Chlamydia
   - Caused by sexually transmitted bacteria
   - Attacks the urinary and reproductive systems of both men and women. It can eventually lead to sterility.
   - Symptoms may include burning and itching around the genitals.
   - Can be detected with a medical examination and treated with antibiotics.

4. Genital Herpes
   - Genitals are infected with a herpes virus
   - Painful sores appear within 10 days of the appearance of other symptoms (headache, fever, swollen glands, burning sensation during urination, and a vaginal discharge in women).
   - Is usually contagious when sores are visible and open.
   - **Cannot be cured**
   - The disease can be treated to relieve the symptoms.

5. Genital Warts
   - Caused by a virus
   - Appear as warts in the genital area
   - Can be treated and removed, but can also reappear, and **cannot be cured** in total!

6. AIDS
   - The AIDS virus attacks the immune system so that the person's resistance to life-threatening infections is broken down.
   - May cause symptoms that include swollen glands, dry cough, fever weight loss, and persistent diarrhea.
   - The AIDS virus is spread through semen, blood, urine, and breast milk.
   - The AIDS virus can be passed by sexual contact with at infected person, contaminated needles, breast milk from an infected woman to her baby, and transfusions of contaminated blood.
   - Causes death in three-fourths of the people within two years after contracting the disease.
   - Can be detected with a blood test
   - **Cannot be cured**
   - The disease can be treated to relieve some symptoms

Reprinted from the *Wisconsin Conservation Corps Crew Member Guide to Life Skills*. Margaret Ellibee, Center on Education and work, University of Wisconsin-Madison, 1993.

Alcohol and Drug Abuse

Alcohol Abuse--The disease of alcoholism often destroys health, work relationships, and relationships with family and friends. Consequences of alcohol abuse can include:

Health Consequences
- -Memory blackouts
- -Hangovers
- -Sexual dysfunction
- -Brain, liver, and pancreas damage
- -Fetal Alcohol Syndrome (FAS) in babies
- -Pregnancy complications
- -Weight gain
- -Malnutrition (drinking too much alcohol instead of eating)

Social/Emotional Consequences
- -Tension/Stress
- -Mood swings
- -Anger
- -Making excuses

Economic Consequences
- -Alcohol expenses
- -Missed work
- -Poor work performance
- -Possible job loss

Legal Consequences
- -Drinking and driving (DWI charges/arrest)
- -Illegal possession of alcohol
- -Possession of fake identification
- -Serving alcohol to (obtaining alcohol for) minors

Drug Abuse--People abuse drugs for many reasons: to escape stress, satisfy curiosity, for a sense of adventure, or to go along with peers. When someone starts down the road using drugs, he or she may not be able to turn back unassisted. Drug abuse includes:

Inhalants
- -Glue
- -Gasoline
- -Paints
- -Aerosol sprays

Narcotics
- -Heroin
- -Morphine
- -Codeine

Stimulants
- -Cocaine
- -Crack
- -Amphetamines
- -Caffeine
- -Nicotine

Marijuana

Depressants
- -Alcohol
- -Tranquilizers
- -Barbiturates

Hallucinogens
- -LSD
- -PCP

Reprinted from the *Wisconsin Conservation Corps Crew Member Guide to Life Skills*. Margaret Ellibee, Center on Education and work, University of Wisconsin-Madison, 1993.

Competency 5.0

Understanding One's Legal Rights

5.01 Identify legal rights
5.02 Describe avenues to self-empowerment

Competency 5.0
Overview

Young women entering the workplace may find themselves faced with many different legal issues. The may not be aware of their rights in terms of hiring discrimination or sexual harassment. They may be overwhelmed by issues such as custody or child support enforcement. They may be faced with housing difficulties or problems and may not be aware of resources that could help them.

For these reasons, it is important that participants develop a working understanding of their basic legal rights with regard to housing, insurance, and other issues. Along with an understanding of their rights, participants must also learn how to assert these rights and become familiar with community and government resources that may assist them.

This competency addresses the areas of law that may be of concern to participants, as well as outlining ways to take advantage of legal rights. Participants completing Competency 5.0: Understanding One's Legal Rights will be able to:

5.01 Identify legal rights (custody, social security, consumer rights, housing, health insurance)
5.02 Describe the avenues to self-empowerment

Indicator 5.01 provides a broad array of information on various legal issues and rights. The next section, Indicator 5.02, more specifically addresses the means for "self-empowerment," or ways in which participants can assert their legal rights. This indicator also provides the instructor with an opportunity to invite speakers from community or government agencies to present on local legal resources.

Resources

Danzinger, Sandra K. and Ann Nichols-Casebolt. (1989). Teen parents and child support: Eligibility, participation, and payment. Madison, WI: Institute for Research on Poverty, University of Wisconsin-Madison.

Dolan, Edward F., Jr. (1983). Protect your legal rights: A handbook for teenagers. New York: J. Messner.

Harden, Neva M. (1983). Starting out: A job finding handbook for teen parents. Program for Assistance in Equity, University of New Mexico, Albuquerque.

Takas, M. (1987). Child custody: A complete guide for concerned mothers. New York: Harper & Row.

Waller, Diane. (1989). Learnfare teen school requirement: A summary. Madison, WI: Wisconsin Department of Health and Social Services.

Women's Education Resources. (1984). Directory of Wisconsin women's services and organizations. Madison, WI: Wisconsin Women's Council.

You and Your Social Security Card

You must have a Social Security number in order to be employed. In fact, some employers won't hire anyone who doesn't have a number. The Social Security card is used to identify you, and also is needed for tax purposes. The money taken out of your paycheck for F.I.C.A. (Federal Income Contributions Act) is deposited to your account according to your name and Social Security number. Then, when you become 65, you can draw a monthly Social Security retirement check. If you become disabled and unable to work—no matter at what age—you also may be able to draw Social Security. So your number is very important to make sure that all deductions are properly credited to your account.

Social Security is especially important for teen parents. After you work 1½ years, both you and your child are protected if you're disabled. If you can't work for one year, both you and the child will receive monthly disability checks. If you're married, your spouse also can receive a check if he or she stays home to care for your child. However, your spouse's checks will stop when your child is 16 years old.

Social Security is also life insurance for the teen parent. If you die, your child will have a monthly income until age 18. Again, if you're married, your spouse also can get a monthly check if he or she cares for the child until age 16.

If you don't already have a Social Security card, you should apply for one immediately. You can obtain an application card at your local Social Security Administration office, listed under "U.S. Government" in your phone book. All employment application forms ask for your Social Security number. If you haven't yet received your number, write in the space "number applied for." Then, if you are hired, you can provide your employer with your number as soon as you get it.

Reprinted from *Starting Out: A Job Finding Handbook for Teen Parents*. Neva N. Harden, Program for Assistance in Equity, University of New Mexico, Albuquerque, 1983.

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Employee's Withholding Allowance Certificate (Form W-4)

After you get a job, there are always certain forms that your employer will ask you to fill out. One of them normally is referred to as the "W-4 form." This form provides some basic information about you, as an employee, and tells your employer how many allowances for dependents you are claiming. This information is needed for the withholding of money from your paycheck for federal and state income taxes. Be sure that all the information is accurate.

When you write down the total number of allowances claimed, there are two things to remember: 1) you count yourself and any others who depend on you for support, such as your wife or husband and children; and 2) if you are married and both of you are working, both of you cannot claim the allowances. One must put "0" for the number of allowances, or you can divide them between you. If you're not sure about what to put on the form, ask for help from your employer or office staff. Any time the number of allowances changes—such as at the birth of a child—you can fill out another W-4 form and change the total number.

Reprinted from *Starting Out: A Job Finding Handbook for Teen Parents.* Neva N. Harden, Program for Assistance in Equity, University of New Mexico, Albuquerque, 1983.

5.01 Information

Harassment Under Wisconsin's Fair Employment Law

What is it?
Webster's New World Dictionary defines harassment as the act of troubling, worrying or tormenting.

What is illegal harassment?
An employee may be troubled or worried many times in an employment setting. This harassment only becomes potentially illegal when an employer, supervisor or co-worker harasses a person because of that individual's race, sex, creed, marital status, color, age (40 and over), handicap, ancestry, sexual orientation, arrest or conviction record, or membership in the military reserve. These are protected bases or classes under the Wisconsin Fair Employment Law.

What isn't illegal harassment?
If an employer is just generally disagreeable or the work place is an unpleasant place for everyone, this may be harassment according to the dictionary but it is not covered under the Wisconsin Fair Employment Law.

What are the forms harassment takes?
Harassment includes any verbal or physical conduct relating to an individual's membership in a protected class that has the purpose or effect of creating an intimidating, hostile or offensive working environment or interferes with the individual's work performance.

Sexual harassment is a particular type of harassment to which either sex can be subjected. It includes unwelcome sexual advances, unwelcome physical contact of a sexual nature, or unwelcome physical or verbal conduct of a sexual nature. Unwelcome verbal or physical conduct of a sexual nature includes but is not limited to the deliberate, repeated making of unsolicited gestures or comments, or the deliberate, repeated display of offensive sexually graphic materials which is not necessary for business purposes, in addition to request for sexual favors in exchange for continued employment or advancement.

What should employers do about harassment?
An employer has a positive responsibility to maintain a working environment free of harassment. Employers should make all employees aware of the fact that no harassment will be permitted, as well as establishing a procedure through which employees can make it known if harassment exists. Records should be kept of efforts to resolve any complaints.

What should an employee do if he/she is being harassed?
It is important to first make it known to the harasser that the behavior is unwelcome. If the behavior continues, the problem should be reported to the employer so that the employer has the opportunity to take corrective action. If the employer does not correct the problem, the employee may then file a complaint with:

Equal Rights Division
201 E. Washington Ave., Rm. 403
P.O. Box 8928
Madison, WI 53708
(608) 266-6860

or

Equal Rights Division
819 North 6th Street
Room 255
Milwaukee, WI 53203
(414) 227-4384

Reprinted from "Harassment Under Wisconsin's Fair Employment Law," Equal Rights Division, Department of Industry, Labor and Human Relations.

Fact Sheet on Pregnancy, Employment and the Law

An underlying principle of all equal employment law is that applicants for employment and employees shall be treated equally regardless of age, race, creed, handicap, arrest or conviction records, national origin, marital status, sexual orientation, sex or membership in the military reserves. This principle applies to pregnant employees.

Any procedure that treats pregnant females less favorably than other employees who have temporary disabilities is sex discrimination according to both state and federal laws.

It is illegal for an employer to use pregnancy as a reason to take any adverse personnel action that would not have been undertaken otherwise, including lay-off, reduced responsibilities or reduced pay. Wisconsin also requires some parents be allowed unpaid leave in connection with births and adoptions.

Here are the answers to some common questions about maternity benefits.

May an employer refuse to hire a woman because she is pregnant?

No. If the woman meets the qualifications required for the job, she may not be denied employment simply because she is pregnant.

Is a woman required to tell an employer, when she applies for a job, that she is pregnant?

No. She is not required to do so under either state or federal laws.

May an employer ask a woman if she is pregnant or is planning on having children in the near future?

An employer may not ask a question that applies to only one group of applicants and not to another, if the only difference between the groups is a characteristic or status protected by the Fair Employment Law. Further the employer may not ask or use the information obtained from a question to discriminate against a person because of that person's membership in a protected category. Since only women may become pregnant and bear children, questioning about these matters can be discriminatory. The use of questions about an applicant's intent to have children may also be discriminatory, even if both men and women are asked.

What is an employer's obligation to an employee who is temporarily unable to perform her job because of pregnancy?

An employer is required to treat an employee unable to perform her job because of her pregnancy in the same manner as it treats other temporarily disabled employees, whether by providing

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modified tasks, alter-native assignments, disability leaves or leaves without pay.

The employer should provide the same benefits to employees disabled by pregnancy as it provides to other temporarily disabled persons.

Additionally, employers with 50 or more permanent employees must allow covered employees up to six weeks of family leave in a 12-month period, without pay, for the birth of the employee's child if the leave begins within 16 weeks of the child's birth.

May an employer legally discipline or terminate a pregnant worker?

Yes. Any employee may be disciplined or terminated for cause. An employer may impose the same discipline on a pregnant employee as on all other employees. If a complaint is filed, no discrimination will be found, provided the employer can document that the discipline or termination was for willful neglect of job duties, or for failure to follow work rules that are enforced impartially on all employees.

May an employer discharge or discipline a woman because she has or is contemplating terminating a pregnancy?

No. An employer cannot discriminate in its employment practices against a woman because of any pregnancy-related conditions.

May an employer discharge, refuse to hire or discipline a woman because she is pregnant and not married?

No. An employer may not treat a pregnant employee any differently on the basis of her marital status. An employer must also provide maternity insurance benefits to employees without regard to the employee's marital status. Though this will not necessarily include coverage for a newborn child, an employer may not offer dependent coverage to some employees and not others on the basis of sex.

May an employer force an employee to take maternity leave at some arbitrary point in her pregnancy?

No. An employer may not force an employee to go on leave unless she is unable to perform the functions of her job. The timing and length of temporary disability leave should be determined between the employee and her doctor, as are other medical absences.

What if customers/co-workers are uncomfortable with a pregnant employee performing the job?

Co-worker or customer preference is not a valid reason for refusing to allow the pregnant employee to continue performing her job, if she is able.

Must an employer hold open the job of an employee who is absent on leave because she in temporarily disabled by a pregnancy-related condition?

A pregnant employee's job must be held open for her return on the same basis as jobs are held open for employees on sick or disability leave for other reasons.

If an employee is entitled to medical leave under the law and takes that medical leave in relation to a pregnancy, the returning employee must be reinstated to that employee's former position if it is vacant, or reinstated into an equivalent position with equivalent compensation, benefits, work shifts, hours, and other terms and conditions of employment if the former position is not vacant. This is also true as to both male and female employees who take family leave for bonding or child care time under the law.

What if an employee wants to be off work beyond the time she is physically disabled because of her pregnancy?

There is a clear distinction between *childbearing* leave and *child rearing* leave. Childbearing leave (when a doctor determines the woman is temporarily disabled) should be handled the same as other temporary leaves for medical reasons. When child rearing leave is granted by an employer, it should be available to both men and women and handled on the same basis as leave for any other nonmedical personal reason.

Employers with 50 or more permanent employees *must* allow covered employees up to six weeks of family leave in a 12-month period, without pay, for:

A. The birth of the employee's child if the leave begins within 16 weeks of the child's birth.

B. The placement of a child with the employee for adoption if the leave begins within 16 weeks of the child's placement.

What obligations do employers have with regard to the payment of maternity benefits?

Employers are required to provide disability coverage for pregnancy on the same basis as they provide it for any other condition. This means that both disability income protection and medical expense insurance must cover maternity-related disabilities and maternity-related health care expenses on the same basis as for all other conditions.

Any health insurance plan offered in connection with employment must cover maternity on the same basis as other conditions, whether or not the employer makes contributions to the plan. An employer that does not have any disability coverage for employees is not obligated to provide such coverage for maternity, but must still treat the pregnant employee in the same manner as other employees who are temporarily disabled.

If an employer employs 50 or more people on a permanent basis and the employee has been employed for the prior 52 weeks and worked at least 1000 hours during that period, the employee is entitled to unpaid leave under the law in connection with birth during any leave taken under the law. The employer must maintain the same group health insurance coverage for the employee as existed prior to the leave, with the same conditions that applied prior to the leave.

Is the employer required to pay part of a woman's salary while she is on a pregnancy disability leave?

No. The employer is required to pay only such benefits as are paid to employees who are on disability leaves due to reasons other than pregnancy.

May a union and employer enter into a health or disability insurance contract which excludes maternity benefits?

No. The union and employer are both subject to the Wisconsin Fair Employment Law and held accountable for entering into a discriminatory contract.

Can there be waiting periods before maternity coverage begins?

There can be the same waiting period before maternity coverage takes effect as there is for coverage of other health conditions.

If a pregnant employee leaves the job, does the employer have to pay maternity benefits?

If the benefits for other conditions are extended beyond the termination of employment, then benefits for maternity must be extended also. If benefits for other conditions end, they can end for maternity.

Must an employer provide health insurance coverage for the medical expenses of pregnancy-related conditions of the spouses of male employees? of the dependents of all employees?

When an employer provides no coverage for dependents, the employer is not required to begin such coverage. However, every group health insurance policy which provides coverage of dependent children and maternity coverage for any individual shall provide maternity coverage for dependent children. Wisconsin Insurance Commission rules require that *complications* of pregnancy be covered in all health insurance plans.

When an employer offers its employees a choice among several health insurance plans, must coverage for pregnancy-related conditions be offered in all of the plans?

Yes. Each of the plans must cover pregnancy-related conditions. An employee with a single coverage policy must receive coverage for her *own* pregnancy-related condition and not be forced to carry a family policy. However, a single person could be required to purchase a family policy in order to provide coverage for a child.

When an employee converts from the group medical coverage to an individual policy upon terminating employment, do the laws regarding discrimination apply to the individual policy?

Yes. A new conversion policy must be offered which provides the same coverage for pregnancy-related conditions as it provides for other medical conditions. If the coverage is reduced for all conditions, it may be reduced on the same basis for pregnancy-related conditions.

Is an employee who is unable to work because of pregnancy-related temporary disability eligible for worker's compensation?

No. Worker's compensation is available only to those persons who have a job-related illness or injury.

When might a pregnant employee be eligible for unemployment compensation?

A person is only eligible for unemployment compensation during the time she is physically able to work and available for work. If an employee was laid off during her pregnancy and unable to obtain other work, though available for work, she would be eligible for unemployment compensation until such time as she is hospitalized or otherwise unable to work.

What laws specifically apply to maternity benefits available to employees?

Both federal and state laws address the matter of maternity benefits. The Pregnancy Amendments of Title VII of the Civil Rights Act of 1964 is the federal legislation.

One state law addressing maternity benefits is the Fair Employment Act (111.31-111.395, Wis. Stats.). Section 111.36 (1) (c) reads as follows:

"(1) Employment discrimination because of sex includes, but is not limited to any of the following actions by any employment, labor organization, employment agency, licensing agency or other person . . .
(c) Discriminating against any woman on the basis of pregnancy, childbirth, maternity leave or related medical conditions by engaging in any of the actions prohibited under s. 111.322, including, but not limited to, actions concerning fringe benefit programs covering illnesses and disability."

Wisconsin's Family and Medical Leave Law applies to employers with 50 or more permanent employees and employees of those employers who have been employed for the prior 52 weeks and have worked at least 1,000 hours during that period. For the employees covered by a collective bargaining agreement, the law takes effect on the day after the agreement expires or is extended or renewed.

Are insurance companies bound by these laws?

These laws apply only to employers. It is the employer's or union's responsibility to buy insurance policies which comply with the law. There is no comparable obligation on insurance companies. However, an insurance company would be wise to advise an employer/union-client of the legal obligations regarding maternity benefits.

Are there any differences in federal and state laws?

There are no differences in what is required in the federal and state discrimination laws in the treatment of pregnant employees by an employer. Federal discrimination law applies only to those employers with 15 or more employees.

Wisconsin's Fair Employment Act covers all employers in Wisconsin. Wisconsin's Family and Medical Leave Law applies to employers with 50 or more permanent employees.

Does it make any difference whether an employment-related maternity complaint is filed with the federal or the state fair employment agency?

As to claims of discrimination, not really. However, if a woman believes that she has been discriminated against because of her pregnancy, it is generally recommended that she file with both federal and state agencies to offer her maximum protection. There are some differences in the procedures followed by state and federal agencies when a complaint is filed. Attorney's fees are available through a successful action under both federal and state law.

Claims that the Wisconsin Family and Medical Leave Act has been violated must be filed with the Wisconsin Equal Rights Division and cannot be filed with any federal agency.

What usually happens when an employment-related maternity complaint is filed with a fair employment agency?

Since case law and precedents in discrimination cases are now quite well established, the parties in pregnancy discrimination cases frequently achieve prompt settlements. The Wisconsin Equal Rights Division is also required to promptly resolve cases filed under the Family and Medical Leave Act even though that law is relatively new. An investigation establishes what treatment is given other employees with other kinds of temporary disabilities, the extent of the difference in the treatment of the pregnant employee and exactly what would be needed to make up the difference. Any difference that is found to exist may be translated into dollars and paid as part of a no fault settlement, or after a public hearing, by order of the Department of Industry, Labor and Human Relations. The employer may also be ordered to correct its practices.

Where should I go for further information?

If you have questions regarding maternity benefits in an employer-employee relationship, contact:

Department of Industry, Labor and Human Relations

Madison OfficeMilwaukee Office
P.O. Box 8928Room 255
Madison, WI 53708819 North Sixth Street
(608) 266-6860Milwaukee, WI 53203
(414) 227-4384

If you want more information about the federal regulations or wish to file a complaint under the Pregnancy Discrimination Amendments to the Civil Rights Act, you should contact:

Equal Employment Opportunity Commission
310 West Wisconsin Avenue, Suite 800
Milwaukee, WI 53203
(414) 291-1111

If you have an insurance problem and cannot get the answers you need from the agent or company involved, please contact:

Office of the Commissioner of Insurance
123 West Washington Avenue
Madison, WI 53702

Mailing address:
P.O. Box 7873
Madison, WI 53707
(608) 266-0103

Reprinted from "Fact Sheet on Pregnancy, Employment and the Law," 1988, Wisconsin Department of Industry, Labor and Human Relations, Equal Rights Division.

Wisconsin's Fair Employment Law

For years, the Fair Employment Law has made it illegal for employers, unions, and licensing agencies to discriminate against job applicants or employees. However, not all kinds of discrimination are illegal. Employment discrimination may be illegal if employment related decisions such as:

- Hiring
- Promotion
- Discharge
- On-the-job harassment
- Determination of wages
- Determination of fringe benefits
- Granting of licenses
- Acceptance into membership

are made because of your:

- National Origin
- Race
- Creed (religion)
- Color
- Sex[2]
- Sexual Orientation
- Marital Status
- Age (if you are 40 or older)
- Handicap[1]
- Ancestry
- Arrest Record
- Conviction Record
- Membership in the Military Reserve

Also, certain kinds of honesty testing are prohibited, and the conditions under which an honesty test can be given are regulated.

It is also illegal for employers, unions, or licensing agencies to retaliate in any way against you because you have filed a discrimination complaint or assisted in the investigation of such a complaint. If retaliation occurs, you should notify the Equal Rights Division (DIHLR) immediately.

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[1] Unlawful handicap discrimination includes but is not limited to: Refusing to reasonably accommodate an employee's or prospective employee's handicap unless the employer can show that an accommodation would pose a hardship on their program or business.

[2] Unlawful sex discrimination includes but is not limited to: Engaging in sexual harassment, and discriminating against any woman on the basis of pregnancy, childbirth, and maternity leave.

If your complaint appears to be covered by the Fair Employment Law, you can call or write for further information and a Discrimination Complaint Form:

Equal Rights Division
201 E. Washington Ave., Rm. 403
P.O. Box 8928 or
Madison, WI 53708
(608) 266-6860

Equal Rights Division
819 North 6th Street
Room 255
Milwaukee, WI 53203
(414) 227-4384

The Equal Rights Division has the following fact sheets available at your request:

Pregnancy, Employment and the Law
Unfair Honesty Testing
Arrest and Conviction Records Under Wisconsin Law
What is Illegal Harassment
Avoiding Loaded Employment Application/Questions Which May Lead to Discrimination

Reprinted from "Wisconsin's Fair Employment Law," Equal Rights Division, Department of Industry, Labor and Human Relations.

Maternity Leave/Pregnancy Discrimination

Nora Satty was required to take leave of absence because of her pregnancy. When she returned to work she was given a temporary position, and was denied her accumulated seniority, with the result that she was unable to compete successfully for a permanent position in the company. Under company policy seniority was maintained during leaves of absence for disease or disability other than pregnancy. The Supreme Court held that the company policy violated Title VII of the Civil Rights Act of 1964 because it imposed a burden on women that was not imposed on men. Nashville Gas Co. *v.* Satty, *434 U.S. 136 (1977).*

Title VII of the Civil Rights Act of 1964 as amended in 1978 specifically prohibits discrimination because of pregnancy. Employers cannot refuse to employ a woman because of pregnancy or terminate her, force her to go on leave at an arbitrary point during pregnancy, or penalize her because of pregnancy in reinstatement rights--including credit for previous service, accrued retirement benefits, and accumulated seniority.

The law does not require an employer to provide a specific number of weeks for maternity leave, or to treat pregnant employees in any manner different from other employees with respect to hiring or promotions, or to establish new medical, leave, or other benefit programs where none currently exist.

The law requires that women affected by pregnancy, childbirth or related medical conditions be treated the same for all employment-related purposes, including receipt of benefits under fringe benefit programs, as persons not so affected but similar in their ability or inability to work. The amendment does not require employers to pay for health insurance benefits for abortions, except where the life of the mother would be endangered or where medical complications have arise from an abortion. On the other hand, it does not preclude employers from providing abortion benefits or otherwise affect bargaining agreements in regard to abortion. Employers may not fire or refuse to hire a woman simply because she has exercised her right to an abortion.

Pregnant workers in a number of States are entitled to benefits under statewide temporary disability insurance laws, special sections of fair employment or labor codes, and regulations or court decisions interpreting statutory bans on sex discrimination in employment. You can check with the department of labor or human or civil rights agencies for information about your rights to fringe benefits under State laws.

What To Do: If you think you are being treated unfairly because your temporary inability to work is due to pregnancy, you should contact the Equal Employment Opportunities Commission office that serves your area for information about your rights under Title VII.

Reprinted from *A Working Woman's Guide To Her Job Rights,* June 1988, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

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Compensation for Injuries

Workers who are injured on the job or who contract an occupational disease may receive compensation under State workers' compensation laws. These laws provide for prompt payment of benefits to injured workers with a minimum of red tape and without the necessity of fixing the blame for the injury. In most States employers are required by law to cover their employees with workers' compensation protection, and heavy penalties are assessed for failure to comply with the law.

Since each State has its own law and operates its own system, the employees covered, the amount of compensation, duration of benefits, and procedures for making and settling claims vary widely. There are time limits within which notice of injury must be given to the employer, and failure to notify within the specified time will make a person ineligible for benefits. Benefits can include medical payments for the period of disability or for permanent disability, rehabilitation services, death benefits to a worker's family, and burial expenses. In some States a person can receive workers' compensation for disability caused by work-related stress, including stress related to alleged sexual discrimination. Compensation payments are generally financed through private insurance companies, State compensation funds, or self-insurance by employers. For more information about workers' compensation benefits and procedures, write to the State department of labor or industrial commission.

Federal workers and certain other workers are covered by Federal workers' compensation laws. The Office of Workers' Compensation Programs in the U.S. Department of Labor administers the Federal Employees Compensation Act, the Mine Safety and Health Act, and the Longshoremen's and Harbor Workers Compensation Act. For information about these programs, contact the Office of Workers' Compensation Programs, U.S. Department of Labor, Washington, D.C. 20210.

Reprinted from *A Working Woman's Guide To Her Job Rights,* June 1988, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

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Occupational Safety and Health

The Occupational Safety and Health Act of 1970 is designed to ensure safe and healthful working conditions throughout the Nation. It covers every employer in a business affecting commerce, except where the workplace is covered under a special Federal law such as those for the mining and atomic energy industries. Federal employees are covered by an Executive order, and State and local government employees may be covered by the State, operating under a plan approved by the Federal Government. The law encourages States to operate occupational safety and health programs by providing grants for those whose plans demonstrate that the program can be "at least as effective" as the Federal program.

Under the general duty clause of the law, each employer must provide a workplace free from recognized hazards that are causing or are likely to cause death or serious physical harm. The Occupational Safety and Health Administration (OSHA) of the U.S. Department of Labor establishes standards which require conditions or the use of practices or methods necessary to protect workers on the job.

Since the Occupational Safety and Health Act was enacted in 1970, OSHA has adopted national consensus standards for more than 400 harmful physical agents and has issued proposed, final, or revised standards on acrylonitrile, inorganic arsenic, asbestos, benzene, 14 carcinogens, coke oven emissions, cotton dust, Dibromochloropropane (DBCP), ethylene dibromide, ethylene oxide, formaldehyde, lead, and vinyl chloride. Standards may set exposure limits and/or require conditions, or the adoption or use of one or more practices, means, methods or processes such as engineering controls or personal protective equipment reasonably necessary or appropriate to protect workers on the job. It is the employer's responsibility to become familiar and comply with the standards, to put them into effect, and to assure that employees have and use personal protective equipment required for safety and health.

Employees have a right:

- to request that OSHA conduct and inspection if they believe hazardous conditions or violations of standards exist in their workplace;

- to file a written request for an immediate inspection whenever they fear that an imminent danger is present in the workplace. If OSHA decides an inspection is necessary, they must notify the employee in writing;

- to refuse in good faith to expose themselves to a hazardous condition if there is no reasonable alternative. The condition must be of such a nature that, to a reasonable person, there is a real danger of death or serious injury and there is not enough time to do away with the danger through the complaint process;

- to have an authorized employee representative accompany the OSHA representative during an inspection tour;
- to respond to questions from an OSHA inspector;
- to review employer information about job-related accidents and injuries at the workplace;
- to participate in establishing standards;
- to be advised by their employer of hazards, prohibited by the law, that exist at the workplace and of possible exposure to toxic or dangerous materials;
- to be notified of any citations issued against their employer.

Some of the potential health hazards of jobs in which large numbers of women are employed are: organic solvents found in stencil machines, correction fluids, and rubber cement, and ozone from copying machines (clerical workers); cotton dust, skin irritants, and chemicals (textile and apparel workers); hair, nail, and skin beauty preparations (hairdressers and beauticians); heat, heavy lifting, and chemicals (launderers and dry cleaners); solvents and acids (electronics workers); infectious diseases, heavy lifting, radiation, skin disorders, and anesthetic gases (hospital and other health care workers); and biological agents, flammable, explosive, toxic, or carcinogenic substances, exposure to radiation, and bites and allergies from research animals (laboratory workers).

The Occupational Safety and Health Administration has issued a hazard communication standard which requires manufacturing employers to provide information to their employees about hazardous chemicals they are exposed to in the workplace. Several cities and States have enacted laws requiring manufacturing and nonmanufacturing employers to inform their employees about any toxic substances they are exposed to at the workplace. The National Labor Relations Board has also ruled that unions who request them must be given the names of chemicals and other substances the workers they represent are exposed to in the workplace.

Reports to OSHA from workers indicate that a number of major corporations are adopting or expanding policies that exclude women of childbearing age and pregnant women from jobs involving potential exposure to certain toxic substances because of possible fetal damage. Some courts have ruled that employers violate Title VII of the Civil Rights Act of 1964 when they fail to consider acceptable alternatives that would accomplish the employer's business purpose with a less discriminatory impact.

What To Do: If you believe unsafe or unhealthful conditions exist in your workplace, you or your representative can file a complaint requesting an inspection. If there is a poster about the State or Federal health and safety law at your workplace, your complaint should be filed with the indicated agency. If there is no poster, the complaint should be filed with OSHA (Occupational Safety and Health Administration, U.S. Department of Labor, Washington, D.C., 20210). OSHA will withhold names of complainants upon request. If you have been discharged or otherwise discriminated against in any way for exercising your rights under this law, you may file a discrimination complaint with OSHA within 30 days of the discriminatory action.

If you are concerned about the health effects of exposure to a given substance or working conditions, a request may be made to the National Institute for Occupational Safety and Health (NIOSH) to conduct a health hazard evaluation at your workplace.

A request for a health hazard evaluation should be addressed to NIOSH, Hazard Evaluation and Technical Assistance Branch, U.S. Department of Health and Human Services, Cincinnati, Ohio 45226.

Reprinted from *A Working Woman's Guide To Her Job Rights,* June 1988, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

Fact Sheet

Women, Work and the Future: Public Policy for Working Women

Public policy can improve the economic status of women and families. The following are federal legislative initiatives. Many states have also acted to implement these policies.

FAMILY AND CAREER SUPPORT POLICIES

- **Family and Medical Leave:** mandates unpaid leave for workers for birth, adoption, or illness of a parent or child and unpaid medical leave for personal reasons.

- **Child Care:** increases the supply, subsidizes the cost and improves the quality of child care for low- and moderate-income families, as well as providing training for day care workers.

- **Long-Term Care:** provides long-term care for the elderly, including provision for adult day care.

EDUCATION AND TRAINING POLICIES

- **Carl Perkins Vocational Education Act:** includes specific funding set-asides for sex equity and programs to serve single parents and homemakers.

- **Job Training Partnership Act:** provides for job training services to youth and economically disadvantaged individuals.

- **Family Support Act:** the new welfare law includes the JOBS employment and training program for welfare recipients.

- **Adult Education Act:** includes provisions for workplace literacy and partnerships between business and community-based organizations.

INCOME AND BENEFITS POLICIES

- **Minimum Wage Restoration:** raises the minimum wage in increments over a period of years and establishes a Minimum Wage Review Board.

- **Pay Equity:** requires the executive branch to conduct a pay equity study and to promote techniques to eliminate sex- and race-based wage discrimination.

- **Part-Time and Temporary Workers Protection:** provides part-time and temporary workers a *pro rata* share of pension and health insurance benefits.

- **Minimum Health Benefits:** mandates employers of a certain size or greater to provide minimum health insurance coverage for employees.

Reprinted from National Commission on Working Women of Wider Opportunities for Women, 1325 G St., NW, Lower Level, Washington, D.C. 20005.

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Custody: It All Comes Down to the Best Interest of the Child

Custody and visitation are determined according to the "best interest of the child." The manner in which this standard is interpreted varies from state to state and from judge to judge, but there are many common principles that will be outlined in this chapter. Also to be discussed: joint custody, out-of-state moves with the child, the rights of third parties, and the use of mediation in resolving custody disputes.

Factors considered

Tender years doctrine. In legal theory, mothers and fathers have an equal right to custody of the children. The tender years doctrine by which mothers were automatically entitled to custody unless they were unfit has been abolished in all states, although a few states (mostly in the South) will give a legal preference to the mother if all factors are considered equal or if the children are of preschool age. The hearts of individual judges may be slower to change than the law--some judges apply an automatic preference for a parent based on the sex of the parent or child. If the judge does not explicitly reveal bias, a decision based on improper factors might be upheld on appeal.

Primary caretaker. The parent who has been the primary caretaker has a significant advantage in a custody dispute, particularly when the child is young. Two states (West Virginia and Minnesota) require that the primary caretaker be given custody as long as he or she is fit and the child is not old enough to express a cogent, contrary preference. When a child is older or when both parents are actively involved in the day-to-day raising of the child, the factor of which parent is the primary caretaker is less important.

Sexual conduct of the parties. The majority rule is that a parent's nonmarital conduct is not a factor against custody for that parent unless the evidence clearly shows harm to the the child or a high likelihood of harm. A long-term, stable nonmarital relationship usually is not a basis for denying custody; a series of short-term relationships that make the child uneasy is more negative. Homosexual relationships are not an automatic basis for denying custody in most states, but a homosexual parent seeking custody has a de facto burden of showing a particularly good parent-child relationship.

Religion. A court may not favor one parent over the other because the court made a value judgment that children are better off with religious training than without it. If, however, a child has a history of significant religious activities that seem to benefit the child, the court can consider religion to the extent it promotes continuity in the child's life. Generally, both parents have equal rights to expose the child to differing religious beliefs unless there is clear, detailed evidence that certain religious practices are harmful to the child. A general assertion that a child is confused by differing religious beliefs is not sufficient basis for a court to prohibit a parent from involving a child in religious activities.

Undermining of one parent by the other. If one parent undermines the other parent to the child on a regular basis, that can be a significant factor in denying custody to the undermining parent. If both parents engage equally in psychological warfare, the factor is less significant.

Joint custody--sometimes referred to as shared custody--has two components: joint legal custody and joint physical custody. Joint legal custody refers to both parents sharing major decisions in the child's life such as education and health care. Joint physical custody refers to a time-sharing arrangement by which both parents spend substantial, although not necessarily equal, amounts of time with the child. Joint custody is an explicit option in most states, although 12 states have a general presumption in favor of joint custody.

In considering joint custody, a court should look at the degree to which the parents share values and can cooperate in raising the child. Proximity of the parents' homes also is important for joint physical custody arrangements in which the child moves frequently between the parents' homes.

Visitation--including overnight visitation--is a natural right of the noncustodial parent and the child. Visitation cannot be denied unless there is a showing that the child would be endangered--for example, by child abuse or kidnapping. Even in cases in which there has been some danger to the child, it is common to allow supervised visitation. A child's desire not to see a parent usually is not sufficient to deny visitation.

There is no single formula for visitation, but time periods to be considered are: weekends, summers, holidays, weeknights, and special family events. If a custodial parent does not abide by a visitation order, the usual remedy is a motion to find the parent in contempt of court. Persistent interference with visitation also can be a basis for modifying custody. If a custodial parent believes that visitation is harmful to the child, the proper remedy is to seek modification of visitation; the parent should not simply deny visitation without a court order.

Modification

Although the standard for modifying custody varies from state to state, the most common standard is a substantial change of circumstances, coupled with a showing that the best interest of the child will be served by the modification. The substantial change usually must be with the custodial parent of the child; a change of circumstance of the noncustodial parent is not enough by itself to warrant modification. A few states will allow modification only if the child is physically or psychologically endangered. This standard is most often used to modify orders that have been in effect less than two years; as time passes (and as the child grows older) the standards for modification in many states relax somewhat.

A parent who seeks to modify custody usually has an uphill fight. Almost all states favor continuity in a child's life. Thus, the starting point for modification is a presumption in favor of the custodial parent, and the burden of proof is on the noncustodial parent.

The standard for modifying visitation is less rigorous than for modifying custody. For modification of visitation, a showing of best interest of the child--and not a substantial change of circumstance--usually is sufficient.

Out-of-state move

The willingness of courts to allow a custodial parent to move out of state with the child also varies. Most states allow a custodial parent to move with the child, provided there is a good faith reason for the move. Good faith reasons include: relocating for better employment, following a new spouse, and returning to the state of one's original family.

Some states (including New York) are reluctant to allow out-of-state moves because of the concern that the move will disrupt the relationship between the child and the noncustodial parent.

Regardless of which approach a state takes, key factors in evaluating a request to move include: the motives of the party seeking to move, the frequency with which visitation has been exercised, the wishes of the child, and the degree to which a meaningful relationship can be maintained between the noncustodial parent and child after the move.

Third-party rights

Parents have a natural right to custody of their children, but the right is not absolute. Grandparents and other third parties can gain custody of a child without showing that the parent is unfit. Most commonly this occurs when the third party has been raising the child for several years and the child wants to remain with the third party. In this event, most courts are reluctant to disturb the status quo. Courts are somewhat more willing to return a child to the parent if the parent has maintained regular, meaningful contact while the child has lived with the third party.

Visitation for grandparents has become a popular legal option. All 50 states have grandparent visitation statutes. Most statutes allow grandparent visitation upon the death of the parent to whom the grandparent is related by blood or upon divorce of the parents. Normally, visitation will not be granted for the child of an intact marriage. Before visitation is ordered, a court must find that it is in the child's best interests.

If a grandparent uses visitation to undermine the child's relationship with the parent, courts usually permit the parent to stop visitation. In some states, former stepparents, older siblings, and other interested parties also may be able to obtain visitation.

Mediation

A significant trend in the resolution of custody disputes is the use of mediation. Many states--particularly those with large urban areas--have begun using mediation to help resolve custody disputes. Some courts require parties to consult court-affiliated mediators before the court will conduct a trial on the issue.

Mediators do not have power to settle a dispute, but they usually are successful in helping the parties work out their own solution. In some states, if the parties do not reach an agreement, the mediator's recommendation will go to the court.

In contested custody cases, courts have the power to appoint a lawyer for the child or a guardian *ad litem.* A court is particularly likely to do this if the dominant theme of the case is hostility between the parents rather than what is best for the child. Fees for the lawyer or guardian usually are assessed against the parties.

Reprinted from Jeff Atkinson, "Custody: It all comes down to the best interest of the child," *Family Advocate,* Winter 1990, by permission of the American Bar Association.

Support: The Child's Needs Versus the Parent's Ability to Pay

The traditional criteria for setting or modifying child support are the child's needs and the parents' ability to pay.

These criteria have been given considerably more structure as a result of the 1984 Child Support Enforcement Amendments and the 1988 Family Support Act. See 42 U.S.C. ◂◂ 651-667 and P.L. 100-485. The federal legislation requires states to revise their laws regarding child support--particularly in the areas of guidelines and enforcement. If a state does not revise to comport with federal law, the state could lose federal funds for Aid to Families with Dependent Children.

Guidelines

When child support is an issue, the first point of legal reference usually is the guideline of the state in which support is sought. Congress did not mandate the type of guidelines a state must implement, but it did require that guidelines be used. Under the Family Support Act, state guidelines are to create a rebuttable presumption that the guideline amount is the appropriate level of support. The presumption may be rebutted by a specific finding according to criteria established by the state.

The purpose of guidelines is to promote fairness, uniformity, and efficiency in determining child support. Guidelines may be established by statute, by judicial action, or by administrative action; most are created by statute. Some states allow guidelines to be determined on a county-by-county basis.

The guidelines of different states vary considerably in the number of factors considered. The simplest guideline is based on a percentage of the net income of the noncustodial parent and the number of children. Illinois, for example, established a guideline of 20 percent of net income for one child; 25 percent for two children; 32 percent for three children; 40 percent for four children; 45 percent for five children, and 50 percent for six or more children. Other states (e.g., Pennsylvania and Oregon) will determine an amount of support based on the combined income of both parents and then allocate a duty of support to each parent in proportion to their incomes. The amount of time a child spends with each parent also may be factored into the formulas.

Most guidelines are based on the net income of the parents--in other words, income after deductions for federal income tax (be alert to over-withholding); state income tax; Social Security tax; and health insurance. Additional deductions for determining net income may include: union dues, mandatory pension deductions, and payment of debt for family expenses.

As noted, courts can order an amount of support other than the guideline amount upon a showing of good cause. Support may exceed the guideline amount if the child has special educational or

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health-care needs or if the guidelines do not sufficiently cover child-care expenses (particularly if the child is not yet in school).

Support might be less than that recommended by the guidelines if the income of the parties is high and the guidelines do not provide a cap on support payments. Other reasons for setting support at a rate less than that set by the guidelines could include support due to other children; the needs of a new family; heavy debts; a custody arrangement in which the child spends substantial amounts of time with each parent; and the need of the obligor parent to invest in a closely-held business (which, if the investment is successful, could add to the financial security of the child to whom support is due).

Modification

The traditional basis for modification is a substantial change in circumstances. The change usually is in the circumstances of the noncustodial parent or the needs of the child, but the change also may be in the circumstances of the custodial parent. Some states require periodic review of support payments so that support will reflect changes in the parents' incomes or the state's guidelines. Most states, however, require a substantial change in circumstances. Thus, a moderate increase or decrease in income (e.g., 15 percent) may not justify modification, but a larger shift (e.g., 50 percent) will justify modification. In future years, federal law may require a periodic review of support awards--particularly those involving families receiving Aid to Families with Dependent Children.

An obligor who owns a closely-held business may have to exercise special care in documenting changes in circumstances since courts are accustomed to seeing owners of closely-held businesses adjust income and expenses to suit their own convenience. To the extent an owner of a closely-held business has many of his or her expenses paid by the company when most people would pay such expenses themselves, the payments of expenses may be treated as income to the party receiving them for the purpose of setting child support.

Stepparent income is sometimes at issue in setting child support. In most states, stepparents are not obliged to support their stepchildren. Nonetheless, a stepparent's income usually can be considered to the extent that it frees up the income of the parent to help pay the child's expenses. For example, if the income of the stepparent helps pay the rent, mortgage, or utilities, then the parent has additional disposable income to pay expenses of the child.

Emancipation

The duty to support a child normally stops when a child reaches the age of majority (in most states, the age is 18). When parents have more than one child, the obligor parent often seeks to make a pro-rata reduction of child support when each child reaches the age of majority. This is permissible if the support order so provides.

But if the support order provides a single sum for support of all children, the obligor must continue to pay that sum until the last child reaches the age of majority (or until a court orders a reduction). If a child cannot be self-supporting because of a severe physical or mental handicap, a parent's obligation for support will continue past the age of majority.

College support

The obligation of a parent to support a child's education after high school varies from state to state. Some states require no support after a child reaches age 18 (or graduates from high school). In some states, courts have ruled that it is unconstitutional to require a divorced parent to pay college support when a nondivorced parent could not be required to pay college support.

On the other hand, the guidelines of many states do allow a court to order support for a child's education after high school. In states that allow such support, the two most important factors are: the ability of the parent to pay and the likelihood the child will benefit from the education.

Subsidiary factors might include: the child's motivation for higher education; the child's past academic performance; the parents' educational backgrounds; the station in life of the parents and the child; the cost of the school; the child's relationship to the parent from whom the support is sought; the length of any interruption in the child's education; and the ability of the child to help pay for his or her own education.

Enforcement

The federal Child Support Enforcement Amendments of 1984 and the Family Support Act of 1988 require states to make several changes in their procedures for collection of child support. The major enforcement procedures:

Income withholding. Under federal law, states must provide for automatic withholding of income of obligors who are delinquent in paying child support. States also may require immediate withholding for child support even if the obligor is not delinquent.

Beginning November 1, 1990, all support orders that are enforced by a state IV-D agency must contain an immediate withholding provision (regardless of arrearage) unless: (1) the court finds good cause not to require withholding or (2) the parties agree to an alternate arrangement. This immediate withholding provision applies to *all* cases handled by state IV-D agencies, thus including both A.F.D.C. cases and non-A.F.D.C. cases. Withholding most commonly applies to wages, but states may adopt procedures for withholding of income from other sources as well.

Interception of tax refunds. The Child Support Enforcement Amendments allow interception of state and federal income tax refunds for payment of delinquent support obligations. This remedy is available through state child support officials; it does not appear to be available directly through private lawyers.

Other procedures required by federal law. In addition to income withholding and tax-refund intercepts, the Child Support Enforcement Amendments also require several other enforcement mechanisms, including: (1) expedited judicial or administrative process for handling support and paternity cases; (2) procedures for imposition of liens on real estate and personal property; (3) procedures for permitting establishment of paternity at any time prior to the child's 18th birthday; (4) procedures for requiring an obligor to post a bond or other security to secure support or payment of delinquent support; (5) procedures for reporting information about an obligor's overdue support to credit reporting agencies; and (6) use of the federal Parent Locator Service to locate absent obligors.

Civil contempt. Contempt of court is a common enforcement device for collection of unpaid support. Contempt for failure to pay support may be civil or criminal, although civil contempt is more common. In most states, a *prima facie* showing of civil contempt is made through evidence that the obligor did not pay support as required by court order. Upon a showing that the obligor did not pay support, the burden of proof shifts to the obligor to show that the failure to pay was not willful. Lack of funds to pay support usually removes the element of willfulness unless it appears that the obligor was acting in bad faith in losing his or her financial resources.

Criminal contempt. The difference between civil contempt and criminal contempt has to do with the purpose and nature of the sentence. Civil contempt is used to coerce compliance, and the sentence is indeterminant--the punishment will cease when the defendant complies with the court order. Criminal contempt is punitive--designed to punish a prior wrongdoing. The sentence generally is fixed; a criminal sentence will not necessarily cease upon compliance by the defendant with the court order.

Both civil and criminal contempt sentences can include incarceration, a fine, or both. In 1988, the U.S. Supreme Court limited the ability of courts to shift the burden of proof in a case of criminal contempt. In *Hicks v. Feiock,* 108 S.Ct. 1423 (1988), the court held that it is not permissible to require a defendant charged with criminal contempt to bear the burden of proof on inability to pay, although it is permissible to impose such a burden in a case of civil contempt.

A practical impact of the holding for a party seeking to hold a support obligor in contempt is twofold: (1) If the party seeks to hold the obligor in civil contempt, the obligor still has the burden of proof on inability to pay (in most jurisdictions); and (2) If the party seeks to hold the obligor in criminal contempt, that party must not only prove that support was not paid, but also must prove that the obligor had the ability to pay.

R.U.R.E.S.A. Most states have enacted the Revised Uniform Reciprocal Enforcement of Support Act (R.U.R.E.S.A.). The act is designed to ease interstate enforcement of support. Procedures under the act are somewhat intricate, but basically enforcement proceeds in two steps.

First, a party to whom support payments are due (usually a parent or the state) initiates an action for enforcement of support using verified pleadings. The court of the initiating state forwards the petition to a responding state where the obligor or the obligor's assets are believed to be located.

Second, the responding court attempts to gain jurisdiction over the obligor and enforce the order. The obligor is required to make payments to the responding court or a designated agency and the payments are then forwarded to the initiating court, which, in turn, distributes the payments to the party to whom support is due.

Effect of interference with visitation. Interference with visitation normally is not a defense to failure to pay support. Most states view visitation and support as independent issues. If a party is deprived of either visitation or support, the party may seek a finding of contempt of court (or some other remedy), but the party may not withhold support to enforce visitation or withhold visitation to enforce support.

If, however, a situation becomes extreme enough, a court may permit withholding of support because of interference with visitation. Two examples: (1) If the custodial parent moves away and does not tell the obligor where the child is located, the obligor may be relieved of the support obligation during the period in which the child could not be located; and (2) If the parties agree that the obligor will not have to pay support in exchange for the obligor foregoing visitation, some states may relieve the obligor of the duty of support if the custodial parent waits until the child reaches the age of majority before seeking to collect support.

Reprinted from Jeff Atkinson, "Support: The child's needs versus the parent's ability to pay," *Family Advocate,* Winter 1990, by permission of the American Bar Association.

Social Security

When Social Security was enacted in the 1930s, the typical American family was considered to be a husband who was employed full time, a wife who was an unpaid homemaker and mother in a stable marriage.[1] Amendments to the original act, made in 1939, establishes benefits for the worker's dependents (assumed to be the female spouse) and survivors of the primary earner.[2] At that time only one woman in four was employed, and in only 3 out of 20 households were both spouses employed at the same time.[3]

Extensive changes in the work life of women have taken place since that time. These combined with almost equally great changes in marriage and divorce patterns, have resulted in serious imbalances and inequities in the Social Security benefits.

Currently women can qualify for Social Security benefits by their own contributions or they may take spousal or widow benefits, whichever is greater. They may not claim both.

When a worker covered by Old Age and Survivors Insurance (OASI) retires, that worker is eligible for retired worker benefits if she or he has worked sufficient quarters to attain insured status. The benefits are based on average indexed monthly earnings with up to 5 of the lowest years dropped. Retirees born in 1929 or later will have their average indexed monthly earnings (AIME) calculated over a constant 35 years. If the worker retires before age 65, the benefits are reduced for each month they are received prior to age 65.[4] For workers who continue to work past age 65 and delay applying for OASI benefits, the benefit is increased by 3 percent a year up to a maximum of 15 percent. However, continued work after age 65 means a loss in total benefits over her of his remaining lifetime due to decreased life expectancy.[5]

Survivors of an insured worker are eligible for survivor benefits based on the past earnings of the deceased worker.[6] Thus an aged spouse, upon widowhood, will receive two-thirds of the total benefit for which the couple qualified prior to death, or the amount equal to that which the covered worker would have received as a single retiree. A divorced spouse may receive an amount equal to 50 percent of the former mate's benefits and the divorced widow an amount equal to 100 percent, if those amounts are greater than those earned by the divorcee.[7] However, these benefits depend on the marriage having been intact for 10 years or more. The receipt of the spousal benefits depend on the action of the covered worker. They are available only after the covered worker has started to draw them and may be reduced by the worker's market work.[8]

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[1] Burkhauser and Holden, *Introduction,* in A Challenge to Social Security 8 (R. Burkhauser and K. Holden, eds. 1982).

[2] *Id* at 7.

[3] *Id* at 10.

[4] *Id* at 2.

[5] *Id.*

[6] *Id* at 3, 4.

The unmarried woman who has a record of continuous work in covered employment is entitled to the same benefits as a single male retiree with a similar employment record. However, the lower compensation of most women results in lower benefits for women than for men even when their educational preparation and years of service are the same. In addition, the low prevailing compensation in predominantly female occupations has the same effect. The longer life expectancy of women compounds the problem as their lower benefits result in a longer period of reduced retirement incomes despite inflation adjustments, whose future is uncertain at best.

The provisions and conditions of spousal benefits probably were acceptable at the time when few women were employed in market work. Now, when over half of all married women are employed, the married woman who works outside the home for several years, but whose benefits based on her own earnings would be lower than her spousal benefits receives only spousal benefits.[9] Thus her own contributions to Social Security yield her no retirement benefit. This feature is viewed as a penalty on working wives.[10]

There are those who argue that the taxes paid by the lower earning female do, in fact, provide some advantages not enjoyed by the homemaker. These include disability protection not available to the homemaker and survivor benefits for her dependents.

Although divorcees may qualify for spousal benefits if they were married for 10 years, a divorcee married for 9 years and 11 months would receive no benefits. This arbitrary cut off date may make the timing of a divorce a critical issue, although one over which the divorcee has little or no control. The divorcee under age 60 who has no dependent children is not entitled to any benefits and thus has no insurance against her inability to compete in the labor market because of the years spent in unpaid homemaking. This same regulation also compounds the problem of the widow receiving survivor benefits while she has young children and remains out of the labor market. When the last child outgrows his or her survivor benefits, the widow's benefits also cease until she reaches 62. These so called "black-out" years pose a real problem for the widow who is at a disadvantage in the labor market.[11]

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[7] *Id.*

[8] *Id.*

[9] *Id* at 11.

[10] *Id.*

[11] *Id* at 59-65.

An additional problem with the current implementation of Social Security occurs in the comparison of benefits of two-earner married couples and one-earner families with the same incomes. The benefits based on the earnings of one earner are higher--the primary benefit plus the dependent-than the benefits received by both spouses based on their individual earnings.[12]

The provision of the retiree's benefits to their surviving widows also appear to be inadequate. Within a year after the husband died, 37 percent of the widows, not previously poor, had fallen below the poverty line.[13] This is a serious problem for women because two in five women can expect to survive their husbands and live as widows for an average of 15 years.[14]

Closely related to the Social Security benefits are those provided by Medicare and Medicaid. These are of particular importance to women because of their longevity and the probability of becoming surviving widows. Medicare when supplemented by good "Medigap" insurance provides a level of protection for medical costs, although the costs of both keep rising as do medical and hospital charges.[15]

Long term nursing home costs are not covered by Medicare nor by supplementary insurance with the exception of a few recent policies.[16] Almost half of all nursing home costs are paid out of pocket by patients and their families. The average cost of a year in a nursing home is $22,000 plus additional charges for medication, personal care items and therapy.[17]

Medicaid is available for nursing home care only after personal or family resources have been depleted to about $1,800, a home and its furnishing if occupied by the spouse and/or family, a car, a small life insurance policy, and prepaid funeral expenses. Virtually all income such as Social Security and/or pensions must be applied to the Medicaid recipient's bill. These provisions result in poverty for the surviving spouse, usually the female.[18]

Reprinted from *Wisconsin Women and the Law,* 1989, Wisconsin Women's Council, State Bar of Wisconsin, and Milwaukee Bar Association Foundation, Inc.

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[12] *Id* at 75.

[13] "Living Alone and Loving It," U.S. News and World Report, Aug. 3, 1987, at 54.

[14] *Id.*

[15] "Caring for the Folks," Wall Street Journal, Nov. 13, 1987, at 35D-37D.

[16] *Id.*

[17] *Id.*

[18] *Id.*

Child and Dependent Care Tax Credit

A tax credit for actual expenses incurred for child or dependent care is available to an employed person if the expenditures enable that person to be gainfully employed. The credit is computed at 30 percent for taxpayers with incomes of $10,000 or less, with the rate of the credit reduced one percentage point for each additional $2,000 of income above $10,000. When incomes are over $28,000, the credit is computed at 20 percent. The limits on expenses for which the credit may be taken are $2,400 for one dependent and $4,800 for two or more dependents. The chart below shows the amount of credit that may be taken at various income levels.

		Maximum $ Amount of Credit	
Family Income Before Taxes	**Percentage Tax Credit**	**1 Dependent**	**2 or More Dependents**
Up to $10,000	30	$720	$1,440
$10,001 to12,000	29	696	1,392
12,001 to 14,000	28	672	1,344
14,001 to 16,000	27	648	1,296
16,001 to 18,000	26	624	1,248
18,001 to 20,000	25	600	1,200
20,001 to 22,000	24	576	1,152
22,001 to 24,000	23	552	1,104
24,001 to 26,000	22	528	1,056
26,001 to 28,000	21	504	1,008
28,001 and over	20	480	960

The expenses may be for services provided in the taxpayer's home, or for out-of-home care for dependents under age 15, or for adult dependents who are disabled and who live with the taxpayer. This means that day care expenses for dependent adults are included, but expenses for residential care in a nursing home or similar facility for dependent adults are not. Credit is available to all eligible taxpayers, regardless of the gross income of the family, whether or not they itemize deductions, or which tax form they file. It is available to married couples if either or both spouses work full and/or part time, to single working parents, and to full-time students with working spouses. To claim the credit, married couples must file a joint return. In the case of part-time workers, the amount of qualified expenses (those on which the 20 to 30 percent credit is figured) is limited to the earnings of the spouse with the lower income. For example, if one spouse earned less than $2,000 and the couple had two children, and the child care expenses exceeded $4,800, the amount of expenses allowable for computing the credit would be $2,000, the amount of the low-earning spouse's income. The earned income limit is equally applicable to unmarried taxpayers.

The credit is also available to a divorced or separated parent who has custody of a child under age 15 for more than half the calendar year--even though the other spouse may claim the personal income tax exemption for a dependent child. A deserted spouse may claim the credit if

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the deserting spouse is absent for the last 6 months of the taxable year.

Payments to relatives, such as grandparents or adult children including those living in the same household, qualify for the credit, provided the relative is not the taxpayer's dependent and the relative's wages are subject to social security taxes. However, no credit is allowable for payments made to a child of the taxpayer under age 18.

The credit is computed on an annual basis. For that reason, the entire amount of qualifying expenses on which the credit is computed ($2,400 or $4,800) is available to eligible taxpayers having the appropriate number of dependents at any time during the taxable year.

Reprinted from *A Working Woman's Guide To Her Job Rights,* June 1988, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

How Women Can Assert Their Job Rights

The first step in asserting your legal rights is to know what those rights are. It is important to know which practices are prohibited by law, and to distinguish these from actions which may seem unjust, but which are not lawful.

You should also keep in mind that an employer can take action against an employee for good cause. Laws that protect against discrimination based on race, color, sex, national origin, religion, age, or handicap do not prevent an employer from discharging you if you are not doing your job; nor do they require employers to hire you if you are not qualified for the job.

You can resolve many problems associated with getting a job or coping with a particular job situation through discussion with personnel officers or supervisors. Informal problem solving is frequently the quickest method for settling a dispute; often the problem arises because of misunderstanding, lack of communication, or ignorance of the employee's rights. In many work establishments, informal conciliation is part of grievance procedures under collective bargaining agreements, personnel policies, or formal equal employment opportunity programs.

However, if you believe that you are being paid less than a legal wage, or are the victim of discrimination prohibited by law, you are entitled to file a complaint with the agency that has responsibility for enforcing the law. Procedures for making complaints vary; a telephone request is enough to set in motion an investigation into substandard wages or unequal pay, whereas a written complaint is necessary under some antidiscrimination laws.

If you feel that you are being treated unfairly, take care to document incidents to support a complaint. Written notes on what happened and when, and who was there, are very useful in refreshing the memory and showing a pattern of unfair treatment.

There are time limits on filing complaints, so it is important to act promptly. If you are unsure about how the law might apply to a specific situation, call the agency that handles those complaints to talk with compliance officers who are trained to provide information about filing complaints.

In addition, most agencies with enforcement or administrative responsibilities for Federal laws print pamphlets with information for consumers. Free copies of these materials are generally available from the agency upon request. Additional sources of assistance and information exist in the form of community based organizations that have information and referral, counseling, or legal assistance services. The local bar association, a State or local commission on women, or an information and referral center may be able to provide information about these resources.

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Sources of Assistance: Federal Agencies

National Offices:

U.S. Equal Employment Opportunity Commission
Washington, D.C. 20507

Civil Rights Division
U.S. Department of Health and Human Services
Washington, D.C. 20201

Social Security Administration
U.S. Department of Health and Human Services
Baltimore, Maryland 21235

Internal Revenue Service
U.S. Department of the Treasury
Washington, D.C. 20224

Office of Revenue Sharing
U.S. Department of the Treasury
Washington, D.C. 20226

Federal Trade Commission
Washington, D.C. 20580

Pension Benefit Guaranty Corp.
202 K Street, NW
Washington, D.C. 20006

Office of Labor and Management Standards
U.S. Department of Labor
Washington, D.C. 20210

Office of Pension and Welfare
Benefit Programs
U.S. Department of Labor
Washington, D.C. 20210

Occupational Safety and Health Administration
U.S. Department of Labor
Washington, D.C. 20210

Office of Federal Contract Compliance Programs
Employment Standards Administration
U.S. Department of Labor
Washington, D.C. 20210
Office of Workers' Compensation Programs
Employment Standards Administration
U.S. Department of Labor
Washington, D.C. 20210

Women's Bureau
Office of the Secretary
U.S. Department of Labor
Washington, D.C. 20210

Wage and Hour Division
Employment Standards Administration
U.S. Department of Labor
Washington, D.C. 20210

Reprinted from *A Working Woman's Guide To Her Job Rights,* June 1988, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

How to Care for Your Landlord

On August 15, Larry Landlord swore that he crossed his heart and hoped to die if Michelle Tenant's water faucet wasn't fixed by September 1. Although discouraged by the delay, Michelle understood that Larry was busy and accepted his solemn promise. After September 1 came and went and Larry broke a few more promises, Michelle finally threatened to call a building inspector. Her hot water was working the next day.

Michelle failed to properly care for her landlord. First, Michelle didn't get Larry's promise in writing. A written promise would have left no doubt about what Larry and Michelle had agreed to. Michelle's failure to document Larry's promise makes it difficult for her to take any action against Larry for breaking their rental agreement. Although Michelle may not want to take Larry to court, she has lost the negotiating leverage that a written promise would give her.

Second, Michelle passively accepted Larry's excuses for too long. When the water was not fixed within a reasonable amount of time, Michelle could have written Larry a letter that reminded him of his promise and demanded that the repair be made promptly. The letter should have stated that Michelle would call the building inspector if Larry did not respond.

Michelle learned the importance of getting promises in writing and of asserting her tenant rights. Michelle now knows how to properly care for her landlord. The following sections deal with properly caring for your landlord by keeping a rental file and by asserting your tenant rights.

Keeping a Rental File

Dan's landlord wants to charge him a $25 late fee because Dan didn't pay the rent on time. Dan knows that late fees can only be charged if they are specified in the lease. But Dan doesn't have a copy of his lease. He used it to line his bird cage when he ran out of newspaper.

Tenants need to prepare themselves beforehand to deal with problems. Repair requests, security deposit disputes, and other important issues should all be documented thoroughly.

Documentation cannot be stressed enough. The most frustrating problems occur when the tenant has lost half the battle because they cannot document their grievances. In order to prevent this problem, start a **rental file**. Start your rental file when you sign the lease and add to it throughout your lease term.

Include in your rental file:

- **The lease** and all addendums. The landlord must give you a copy at the time you sign the lease.

- **Rental log**. In a single notebook, write all the dates and times when you have contacted or tried to contact your landlord. Make a short notation about what was discussed. Logs are very useful as a permanent record of how the landlord did or did not respond to problems.

- **Check-in and check-out forms**. These forms document the condition of your apartment when you move in and move out. Keep a copy of these forms and send the original to the landlord by certified mail with return receipt.

- **Letters** to or from the landlord. Always make any complaints or serious communications with your landlord in writing. All verbal requests should also be followed up in writing. For more information on writing letters, see the handout entitled "How to Write a Letter."

- **Reports**. Keep copies of building inspection reports, police reports, and reports of other government agencies. To get copies, you must go to the office that issued the report, request a copy, and pay a copying fee.

- **Pictures**. A few photos may be the evidence you need to document a repair or security deposit problem. Photos should be dated and signed by a witness.

Keeping a rental file isn't a lot of work considering the money you may recoup through rent abatement or through keeping your security deposit. If you do have a rental problem, negotiating a solution with the landlord is much easier when you have written records that show the extent of the problem, what you asked the landlord to do about it, and how the landlord responded.

Asserting Your Tenant Rights

Some renters find that they have good landlords--the type that keep up property, comply with rental laws, and treat tenants with respect.

If you are renting from a good landlord, congratulations. You will probably never have to waste time trying to get problems fixed. However, regardless of your housing situation, always keep a complete rental file (see above).

If you end up renting from a landlord who does not respect your tenant rights, be assertive. You will probably have to take the initiative to solve rental problems.

The Tenant-Landlord Relationship

Tenants who fare best in the struggle to maintain adequate housing conditions not only keep a complete rental file but also know and are prepared to assert their tenant rights.

Your rental agreement is a contract that puts you and your landlord in a business relationship. You fulfill your part of that relationship by paying a sizable amount of

rent and following the rules in your rental agreement. In return, it is your right--and you should expect and demand that right--to have your landlord comply with all lease rules, city and state laws and personal agreements you have made. Even if you feel your landlord is a "good guy," don't accept conditions that minimize your enjoyment of your apartment or that affect your health or safety.
Asserting your tenant rights does not mean that you have to have an antagonistic relationship with your landlord. Conscientious landlords will make efforts to promptly resolve problems that you bring to their attention. They will recognize and respect your legal right to enjoy a quiet, well-maintained, safe apartment.

Landlords who become hostile or who do not respond when tenants ask that problems be fixed can best be handled by vigorously asserting your tenant rights. Once you show that landlord that you know your rights and how to enforce them, the landlord will usually fix problems.

The Role of Rental Laws

Don't be timid about applying security deposit laws, landlord entry laws, or other laws that protect your welfare as a tenant. These laws give you basic, everyday rights to privacy, safety and landlord accountability. The laws balance the landlord's ability to make up rental rules with reasonable legal standards that give tenants some control over their living conditions.

Why Use Your Tenant Rights?

If anything about your rental situation does not seem right or fair, you should find out what your tenant rights are to learn if anything may be done. You have a significant financial interest at stake that should be protected. More important, housing is too fundamental a need and too important to your emotional well-being to allow rental problems to frustrate your ability to maintain a positive home environment. Keep in mind that it's the landlord's house but it's your home.

How To Assert Your Tenant Rights

Any time that you have a rental problem, you should try to solve it by using a sequence of progressively more formal actions. If the first action doesn't work, try the next.

- **Inform the landlord about problems.** Your landlord won't respond to a problem that s/he hasn't been made aware of. The first step is to call the landlord about the problem. Some landlords are willing to remedy problems once they know about them; others become willing when you mention that you might call the building inspector or take other action. It's up to you to let your landlord know something's wrong.

  However, there is a limit to how many times you should have to inform your landlord of a problem. If you have told the landlord about the problem twice (or left two messages on her/his answering machine) and have not received a response, it's time to write a letter.

- **Write a letter.** If the landlord does not respond to your phone calls or if you have a serious problem, write a letter that describes the problem and requests that it be fixed. Writing a letter may seem unnecessary or tedious, but it is the only way to permanently document serious problems. (For information on writing a letter, see the handout entitled "How to Write a Letter.")

- **Negotiation.** If the landlord's response has not been adequate, set up a meeting to negotiate solutions. To prepare for the meeting, read the rest of this section. You may want to bring a friend to the meeting for moral support and to act as a witness.

- **Know your facts.** When writing a letter or negotiating, outline the history of your problem to your landlord. Use your rental log to cite specific dates when you asked that the problems be fixed and when the landlord promised to fix them. Highlight why the landlord's response has been inadequate. Mention the types of documentation you have to prove your case, such as your check-in forms, photos and any other evidence from your rental file.

- **Know your rights.** Your landlord is more likely to respond to problems quickly if you emphasize that you know your tenant rights. Don't assume that your landlord (or your parents, friends or great uncle) will give you accurate information about the laws.

- **Have definite goals.** When you negotiate, know how the problem should be resolved, what you are willing to settle for and what steps you will take if no satisfactory agreement is made.

- **Make all agreements in writing.** This is crucial. If the landlord has agreed to do any specific tasks, a completion date should be stated in the agreement. You and the landlord should sign, date, and keep a copy of all agreements. Verbal promises aren't worth the paper they're not written on. Written agreements are best because they provide a permanent record of exactly what you and the landlord have agreed to.

Reprinted from *Student Renter's Survival Guide*, Student Tenant Union, University of Wisconsin-Madison.

Keeping a Rental File

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Tenant Rights: How to Write a Letter

Letters document rental problems and your efforts to get them resolved. Include in your letters:

- A complete, concise description of the problem.
- A history of the problem. List what you have done, what your landlord hasn't done, and when all communications have taken place. Include specific dates from your rental log.
- State why your landlord's response is inadequate. Mention the state and city laws that your landlord has violated.
- Specifically and thoroughly list what actions you want the landlord to take.
- Set a deadline for a response from your landlord.
- State what steps you'll take if your landlord doesn't respond. Let your landlord know that you are prepared to call a building inspector, city attorney, police, lawyer or anyone else who will help resolve your problem. Let the landlord know that you are willing to take him to court if your problem isn't satisfactorily resolved.
- Type your letter. A formal letter indicates that you are serious about resolving your problem. Avoid Garfield stationery to give your letter a serious and dignified tone. (See model letters that follow.)
- Keep a copy of your letter. Make sure you date the letter and keep it in your rental file.
- Send your letter by certified mail with return receipt. To send a letter by certified mail, fill out a certified mail slip and a return receipt card at the post office. Both are attached to the envelope. The return receipt card will be sent to you with the landlord's signature and the date the landlord received your letter. Keep the card in your rental file as proof that your landlord received your letter. This evidence is worth the minor cost of sending a letter by certified mail.

Reprinted from *Student Renter's Survival Guide*, Student Tenant Union, University of Wisconsin-Madison.

5.02 Information

Example of a Repair Problem Letter

September 1, 1993

345 Maple Avenue
Madison, WI 53715

Happy Home Management Company
1345 Spruce Drive
Madison, WI 53715

Dear Happy Home Management Company,

We are writing in regard to repairs that need to be made at our apartment.

Since we moved in two weeks ago, we have had the following problems:

1. The hot water faucet on the bathtub leaks. There is a constant stream of water coming from it even when the faucet is completely shut off. The faucet is hot from the dripping water and could burn someone. In addition, we are paying to heat the dripping water.

2. The deadbolt on the front door is loose. The knob that turns the deadbolt jiggles and may soon fall off. This problem endangers our safety and security.

We notified you of these problems on August 15, 1993. At that time, the secretary in the office said you would "have someone over to take care of it right away." We also indicated the problems on our check-in form and attached a special note requesting these repairs.

We left messages on your answering machine on August 22, August 27, and August 28, as we have been unable to get through your lines to talk to anyone in person. We have received no response to our requests that these repairs be made.

Unless these repairs are completed within 48 hours of your receipt of this letter, we will have no choice but to call the Madison Building Inspection Unit and arrange for an inspection. We are aware of the city rent abatement ordinace which would allow us to abate rent for problems such as these if they are not fixed by teh inspector's deadline.

You immediate attention to these problems would be greatly appreciated.

Sincerely,

Mary Smith
Dan Jones
Veronica Brown

Reprinted from *Student Renter's Survival Guide*, Student Tenant Union, University of Wisconsin-Madison.

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5.02 Information

Competency 6.0

Skills to Develop Effective Communication

6.01	Identify different types of communication skills
6.02	Assess assertiveness
6.03	Demonstrate communication styles
6.04	Identify the roles of people in a group

Competency 6.0
Overview

Effective communication is necessary in all facets of life: on the job; at home; and dealing with repair people, landlords, lawyers, and utility companies. For young women in particular, communication often can be a problem. Most women are not brought up knowing how to assert their rights. Further, some men are trained to discount what women say.

People with effective communication styles will have better relationships with their families and friends, they present themselves better at job interviews, and their job performance is likely to be high. For these reasons, then, learning to communicate effectively is of major concern to those newly entering the job market.

This competency is designed to help participants become more aware of the range of communication styles, and to practice using communication techniques that are effective. Participants completing Competency 6.0: Skills to Effective Verbal Communication will be able to:

6.01 Identify different types of communication styles
6.02 Assess assertiveness
6.03 Demonstrate communication styles, especially assertiveness
6.04 Identify the roles of people in a group

Indicator 6.0 provides an overview of various styles of communication. Participants will become familiar with "I-Messages," conflict resolution styles, non-verbal communication, and assertiveness techniques. In 6.02 and 6.03, participants focus more on their own styles. Indicator 6.02 asks participants to delve more deeply into what is meant by assertiveness, and they learn the components of assertiveness. Activities and rating scales help participants assess their own assertiveness. Indicator 6.03 discusses specific techniques for healthy communication styles. Finally, Indicator 6.04 asks participants to pay attention to group dynamics, and how communication styles mix in group settings.

Resources

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How Well Do You Communicate?

Good communication is important to starting and keeping healthy and rewarding relationships. They way you communicate with people influences how they respond to you. This section will help build your awareness of how you communicate.

Good communication is a skill that takes practice, sensitivity, and thought. We may not always be clear in the way we communicate. However, new communication skills can always be learned.

Clear communication takes the guesswork out of knowing what is being said. If people have to guess our message, we may be misunderstood. Why take that chance?

Talking about our feelings, thoughts, and needs allows other people to know what's really going on with each of us. This way they are better able to help and support us.

Talking is only part of communication. Other parts of communication come from our body language, our values, our thoughts, expectations, and our senses (what we see, hear, smell, taste, feel) and the things we do. These are only some factors that make communication such an important part of who we are.

Expressing yourself clearly and directly lets people know that you take yourself seriously. If you take yourself seriously other people will, too.

Communicating clearly helps you to be better understood. Clear communication will help you become more assertive.

To be assertive means that you are direct and honest in your communication with others. You "stand up" for yourself. You take responsibility for yourself and your feelings.

Reprinted from *Career Survival Kit for Teen Education & Employment: Life Skills Workbook: A Guide to Personal Growth*. Françes Lindner, Vocational Studies Center, University of Wisconsin-Madison, 1987.

6.01 Information

Tips for Communicating Effectively

Two basic parts of communication to consider are:

1) what we communicate to others, and

2) how we respond to what other communicate to us.

Here are some tips for communicating effectively: Are these familiar to you?

1. When expressing your feelings, begin with the pronoun "I." For example, "I feel happy about the way you did the exercise."

2. Accept feelings from another person. If they are angry, acknowledge that by saying something like, "I see that you are really angry about. . ." This way you may be able to help the other person express feelings that need to be talked about.

3. Express your thoughts and feelings clearly so that the ideas follow each other.

4. Be assertive in your communication. Express yourself honestly and directly to the other person. Being assertive is a good way to achieve your goals.

   Let people know how you feel and what you want. Stand up for yourself and speak clearly so that you can be heard.

5. Plan ahead what you want to say. Think about the best way to communicate an idea, request, or suggestion.

6. Timing is important. If you want to talk to someone about something important, decide when the best time for talking will be.

   Plan your approach at a time when you are more likely to receive attention and when the other person is likely to hear you better. Do not ask someone who is busy or in a hurry to help you with an important problem. You need time to talk it through.

7. Communicate your message in the same way that you would like to hear it. Think about what would sound right to you and try to sort out what would not sound appropriate. Present it clearly, in simple terms that can easily be understood.

8. Don't assume anything. What may be obvious to you may not be obvious to the other person. Find out from the other person exactly what she or he thinks you said.

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9. Watch for any body language or other nonverbal messages from the other person. Does she or he look uncomfortable with your request or your message? If yes, ask the person about it. For example, you might say, "You seem uncomfortable with. . . . Is something bothering you?"

10. Listen carefully to what the other person is saying. Listening is more than hearing. It is watching how something is being said and knowing whether there are other, unspoken messages in the communication. If you sense more is being said than just the words, ask about it.

Reprinted from *Career Survival Kit for Teen Education & Employment: Life Skills Workbook: A Guide to Personal Growth*. Frances Lindner, Vocational Studies Center, University of Wisconsin-Madison, 1987.

Instructions for Teaching the I-Message

What is an I-Message?

An I-Message is a method of stating your opinion, thoughts, or feelings on a subject with a sentence starting with "I."

Some examples of this might be:

I think . . .
I feel . . .
In my experience . . .

We send an I-Message when we have a need to communicate our feelings and want to avoid labeling or judging another person.

Sometimes when people are not familiar with this type of communication they send "You-Messages." These tend to be blaming, judging, and labeling messages which hurt another's feelings or cause relationship problems.

Some examples of You-Messages are:

You are dumb.
You can't do anything right.
You drive me crazy.
You never show your love for me.

When we send You-Messages, we put people on the defensive. What we really want to do is to let people know how their behavior makes us feel. When we respond to our children with, "You drive me crazy," we may really be saying, "I would like to play with you right now, but I must do my homework for class. I will play with you when I finish reading this. I need you to play outside now until I finish."

If we can use the I-Message to communicate with our children we will help them to feel better about themselves by not putting them down. This will help their self-esteem and communicate our real feelings.

Learning to send an I-Message

An I-Message may have many purposes:

1. You can express your feelings.
2. You can tell another how their behavior is affecting you.
3. You can let another person know you need help.
4. You can communicate without blaming or putting another person down.
5. The message opens communication and builds relationships.

6.01 Information

6. The message can (but does not always) lead to a behavior change in the other person to solve a problem.

Examples of types of I-Messages

I-Messages expressing feelings and behavior:

1. I am really proud of you for the way you put your toys away so nicely.
2. I am disappointed when you leave your toys on the floor.

I-Messages expressing feelings, behavior, and the effects on the speaker:

1. I am really proud of you for the way you put your toys away so nicely, because it keeps the house so neat.
2. I am disappointed when you leave your toys on the floor, because people can trip and fall on them.

Forms for practicing I-Messages

The following forms can be used for students to practice writing I-Messages about feelings they have and would like to share (putting these forms on the board will help students to organize their thoughts for writing the messages).

Two part I-Messages:

I feel __________ when you ____________
feeling you have behavior of other

Three part I-Messages:

I feel __________ when you ____________
feeling you have behavior of other

because ____
effects on you from their behavior

Errors in sending I-Messages

Avoid disguised You-Messages when sending an I-Message:

1. Watch for I-Messages which are just "I" followed by a put-down, criticism, or a blaming message.
2. These messages will harm a relationship and stop the communication process.

Examples of disguised You-Messages:

1. I feel you are lazy when you don't clean your room.

2. I need you to stop acting like a jerk and really embarrassing me.
3. I think you are really acting immaturely when you cry about not having time for yourself.

Further tips for sending I-Messages

Be honest:

1. Don't explain yourself away-be direct.
2. Don't apologize.

Focus on issues, not a person, when describing opinions and feelings:

1. Be specific.
2. Describe the behavior involved or the issue.

Use appropriate non-verbal behaviors:

1. Show intensity of feelings (without losing control in terms of how you express them).
2. Look the other person in the eye.
3. Speak up clearly without hesitation.
4. Lean toward the other person.

Activities for I-Message reinforcement

- Have the class adopt a behavior norm for speaking from this I-mode. Explain that in order to learn this communication skill, it must be practiced. Have the class monitor one another, themselves, and the facilitator. Whenever anyone slips and uses a You-Message or generalizes, stop one another and discuss a better way to state your opinion or feelings. Use this practice throughout the entire class, not just this unit.

- Have students take situations in their own life and write I-Message responses to make another person aware of their feelings. Then read these messages in class and be sure they are correct and free of disguised You-Messages.

- Have the class follow-up these activities with the worksheet activity on problem solving with good communication skills (6.01 Handout: "Communicating to Solve Problems"). This activity ties in the I-Messages and the Active Listening Skills.

Reprinted from *Successful Life Skills Curriculum: Single Parents and Homemakers*, 1989, by permission of the Michigan Department of Education, Vocational and Technical Education, Lansing, Michigan.

Thomas-Kilman Conflict Mode Instrument

Consider situations in which you find your wishes differing from those of another person. How do you usually respond to such situations?

On the following pages are several pairs of statements describing possible behavioral responses. For each pair, please circle the "A" or "B" statement which is most characteristic for your own behavior.

In many cases, neither the "A" nor the "B" statement may be very typical of your behavior, but please select the response which you would be more likely to use.

1. A. There are times when I let others take responsibility for solving the problem.
   B. Rather than negotiate the things on which we disagree, I try to stress those things upon which we both agree.

2. A. I try to find a compromise solution.
   B. I attempt to deal with all of his/her and my concerns.

3. A. I am usually firm in pursuing my goals.
   B. I might try to soothe the other's feelings and preserve our relationship.

4. A. I try to find a compromise solution.
   B. I sometimes sacrifice my own wishes for the wishes of the other person.

5. A. I consistently seek the other's help in working out a solution.
   B. I try to do what is necessary to avoid useless tensions.

6. A. I try to avoid creating unpleasantness for myself.
   B. I try to win my position.

7. A. I try to postpone the issue until I have had some time to think it over.
   B. I give up some points in exchange for others.

8. A. I am usually firm in pursuing my goals.
   B. I attempt to get all concerns and issues immediately out into the open.

9. A. I feel that differences are not always worth worrying about.
   B. I make some effort to get my way.

10. A. I am firm in pursuing my goals.
    B. I try to find a compromise solution.

11. A. I attempt to get all concerns and issues immediately out into the open.
    B. I might try to soothe the other's feelings and preserve our relationship.

6.01 Activity

12. A. I sometimes avoid taking positions which would create controversy.
    B. I will let him/her have some of his/her positions if I then get some of mine.

13. A. I propose a middle ground.
    B. I press to get my points made.

14. A. I tell the other person my ideas and ask for his/hers.
    B. I try to show the other person the logic and benefits of my position.

15. A. I might try to soothe the other's feelings and preserve our relationship.
    B. I try to do what is necessary to avoid tensions.

16. A. I try not to hurt the other's feelings.
    B. I try to convince the other person of the merits of my position.

17. A. I am usually firm in pursuing my goals.
    B. I try to do what is necessary to avoid useless tensions.

18. A. If it makes the other person happy, I might let them maintain their views.
    B. I will let the other person have some of their positions if they let me have some of mine.

19. A. I attempt to get all concerns and issues immediately out into the open.
    B. I try to postpone the issue until I have had some time to think it over.

20. A. I attempt to immediately work through our differences.
    B. I try to find a fair combination of gains and losses for both of us.

21. A. In approaching negotiations, I try to be considerate of the other person's wishes.
    B. I always lean toward a direct discussion of the problem.

22. A. I try to find a position that is intermediate between the other person's and mine.
    B. I assert my wishes.

23. A. I am very often concerned with satisfying all our wishes.
    B. There are times when I let others take responsibility for solving the problem.

24. A. If the other's position seems very important to them, I would try to meet their wishes.
    B. I try to get the other person to settle for a compromise.

25. A. I try to show the other the logic and benefits of my position.
    B. In approaching negotiations, I try to be considerate of the other person's wishes.

26. A. I propose a middle ground.
    B. I am nearly always concerned with satisfying all of our wishes.

27. A. I sometimes avoid taking positions that would create controversy.
    B. If it makes the other person happy, I might let them maintain their views.

28. A. I am usually firm in pursuing my goals.
    B. I usually seek the other's help in working out a solution.

29. A. I propose a middle ground.
    B. I feel that differences are not always worth worrying about.

30. A. I try not to hurt the other's feelings.
    B. I always share the problem with the other person so that we can work it out.

Reprinted from "Toward Multi-Dimensional Values in Teaching the Example of Conflict Behaviors," *Academy of Management Review*, 1977, by permission of the Academy of Management Review.

Circle the letter which you circled on each item on the questionnaire.

1.				A	B
2.		B	A		
3.	A				B
4.			A		B
5.		A		B	
6.	B			A	
7.			B	A	
8.	A	B			
9.	B			A	
10.	A		B		
11.		A			B
12.			B	A	
13.	B		A		
14.	B	A			
15.				B	A
16.	B				A
17.	A			B	
18.			B		A
19.		A		B	
20.		A	B		
21.		B			A
22.	B		A		
23.		A		B	
24.			B		A
25.	A				B
26.		B	A		
27.				A	B
28.	A	B			
29.			A	B	
30.		B			A

Total number of items circled in each column:

________	________	________	________	________
Competing (forcing)	Collaborating (problem solving)	Compromising (sharing)	Avoiding (withdrawal)	Accommodating (smoothing)

Reprinted from "Toward Multi-Dimensional Values in Teaching the Example of Conflict Behaviors," *Academy of Management Review*, 1977, by permission of the Academy of Management Review.

Examples of Appropriate Use of Conflict Styles

Conflict Style	**Appropriate Situations**
Competing	1. When quick, decisive action is vital, e.g., emergencies. 2. On important issues where unpopular decisions need implementing--e.g. cost cutting, enforcing unpopular rules, discipline. 3. On issues vital to company welfare when you know you're right. 4. Against people who take advantage of noncompetitive behavior.
Collaborating	1. To find an integrative solution when both sets of concerns are too important to be compromised. 2. When your objective is to learn. 3. To merge insights from people with different perspectives. 4. To gain commitment by incorporating concerns into a consensus. 5. To work through feelings which have interfered with relationships.
Compromising	1. When goals are important, but not worth the effort or potential disruption of more assertive modes. 2. When opponents with equal power are committed to mutually exclusive goals. 3. To achieve temporary settlements to complex issues. 4. To arrive at expedient solutions under time pressure. 5. As a backup when collaboration or competition is unsuccessful.
Avoiding	1. When an issue is trivial, or more important issues are pressing. 2. When you perceive no chance of satisfying your concerns. 3. When potential disruption outweighs the benefits of resolution. 4. To let people cool down and regain perspective. 5. When gathering information supersedes immediate information. 6. When the others can resolve the conflict more effectively. 7. When issues seem tangential or symptomatic of other issues.
Accommodating	1. When you find you are wrong--to allow a better position to be heard, to learn and to show your reasonableness. 2. When issues are more important to others than yourself--to satisfy others and maintain cooperation. 3. To build social credits for later issues. 4. To minimize loss when you are outmatched and losing. 5. When harmony and stability are especially important. 6. To allow subordinates to develop by learning from mistakes.

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6.01 Information

What is Nonverbal Communication

Another form of communication that we all use is called "nonverbal communication." It is the way we communicate without speaking.

This is done through facial expressions, hand gestures, body posture, or by how we listen to another person. There are many ways to communicate nonverbally. Nonverbal communication gives the other person information about what is going on inside of us even though we may not say a word.

Have you ever noticed a person talking to you and saying one thing, but you see the body or face telling you something different?

This is nonverbal communication. It can sometimes confuse people and give two different messages. When nonverbal actions say something different from what we are speaking, it can confuse the listener. This is why it is important to know what you are saying with your body as well as with your speech.

How do you communicate nonverbally? What expressions do you use to show your feelings? Are you aware of what you communicate nonverbally when you are speaking to people?

The following exercise will help you clarify how you communicate nonverbally to others. When you are aware of how you communicate you are able to communicate more clearly.

Communicating clearly is not always easy to do. Practice helps. If you can train yourself to think about what you want to say beforehand, you are more likely to be clear and effective in your communication.

A very important part of communicating is showing your appreciation to the listener for listening. Thank the person to whom you talk for their help and support. This helps to maintain good communication and healthy relationships.

Reprinted from *Career Survival Kit for Teen Education and Employment. Life Skills Workbook: A Guide to Personal Growth*. Frances Lindner, Vocational Studies Center, University of Wisconsin-Madison, 1987.

Nonverbal Body Responses to Feelings

Listed below are feelings that get expressed through facial or body movements. With each of these feelings, think about how you express them without saying anything. In the space provided, describe your body and facial movements that you use when you communicate these feelings.

happy

at ease

angry

confused

shy

playful

fearful

confident

disappointed

sad

tired

surprised

rejected

concerned

sympathetic

assertive

understanding

calm

hurried

hassled

thoughtful

Reprinted from *Career Survival Kit for Teen Education and Employment. Life Skills Workbook: A Guide to Personal Growth*. Frances Lindner, Vocational Studies Center, University of Wisconsin-Madison, 1987.

6.01 Activity

Assertiveness

Assertiveness means being able to state your needs and desires in a straight-forward manner. This can be contrasted with passiveness, which is letting others manipulate or take advantage of you at the expense of your needs. Aggressiveness is getting what you want by pushing other people around. The assertive person is able to decide for him/herself what is right for them and go after it without violating the rights of others.

As children we were all dependent upon others for our needs. Thus, other people could control us to some extent. As adults, we learn to be self-reliant; however, we still have to cope with other people. Some of us cope by allowing others to take advantage of us until we get angry and "blow up." This is called the "passive-aggressive" method--the person who stores up angry feelings.

In order to be assertive, you must believe that *you* are the best judge of your own behavior. You have the right to say "no" when you feel it's fair. You have the right to not feel guilty about the decisions you make.

Being assertive involves a four-step process. Step one is to **recognize when you are holding in your anger or anxiety**. If you feel nervous or are clenching you jaw or your heart is pounding, it means the situation is threatening one of your needs. For instance, if it's three minutes to quitting time and your hand starts trembling when you see the boss approach, it means you recognize that he/she again wants you to work overtime and you want to say no, but are afraid to.

Step two is to **describe the situation fairly**. You must calmly tell the other person what you see. Be objective. You would say to the boss: "You've asked me to work overtime at the last minute for five of the last eight weekdays."

Step three is **state calmly how you feel**. Don't get belligerent or afraid. Say, "This puts a strain on my home life. I'd like to get home early tonight." Don't offer excuses or unnecessary justifications. The other person will only attempt to shoot them down. Don't let them judge how you feel, just tell them where you're coming from with no apologies.

Step four is **state what you need/want or don't need/want**. Again, don't justify unnecessarily. Say it in a straight-forward, level tone. Don't mumble at the floor and don't shout in their face. Say, "I want at least four hours warning on overtime. I'll work when I can, but I have to know before lunch break."

When being assertive, you have to decide what's possible and what's fair according to each situation. Once you have decided, assertively go after it. It's scary at first, but it gets easier as you do it. The rewards are worth it.

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6.02 Information

Four Steps of Assertiveness

Step One:

Recognize when you are holding in your anger or anxiety

Step Two:

Describe the situation fairly

Step Three:

State calmly how you feel

Step Four:

State what you need/want or don't need/want

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6.02 Overhead

Assertiveness Training

Women find it particularly difficult to say "no." Men may find it difficult, too--but a man is not expected to be unfailingly sympathetic, understanding, or self-sacrificing. It's women who are supposed to have special talents for aiding the distressed, for disregarding their own comfort in the face of other people's needs. Helping others is an important part of life, but that doesn't mean we must give our time and energy to anyone who asks for it. And performing helpful acts is not always the same as being truly generous.

For a gesture to be truly helpful and appreciated, it must be offered spontaneously by someone who *wants* to lend a hand. If you're constantly saying "yes" only to end up feeling exploited and unappreciated, you're probably saying "yes" for the wrong reasons.

Some Wrong Reasons for Saying "Yes"

To win approval and acceptance: We all want to be liked, and when we're feeling a bit insecure, we try extra hard to be "nice."

To convince yourself you're a good person: A woman who feels guilty is under even greater pressure to oblige. Anxious to make up for real or imagined failures, she seizes any opportunity to set things right.

To avoid hurting someone's feelings: It's hard to disappoint someone you like without feeling unhappy. But you can't govern your life so as to never hurt anyone.

To protect the family image: We all want our families to be respected, but we sometimes falsely think that means saying yes all the time.

To put others in your debt: Sometimes we put ourselves out for others in hopes they'll return the favor.

Why is it so important to learn to say "no?" If a woman constantly says "yes," ignoring her own needs while doing for others, she begins to feel the world owes her something. Vast stores of unreleased anger may lead to depression or produce skin rashes, headaches, ulcers, and other psychosomatic illnesses. As she ages, such a woman often wallows in self-pity or turns tyrant. Because she chose to spend her years meeting the needs of others without learning to say "no," she never defined herself, never really grew up.

What does "no" mean? In a two-year-old, it's an assertion of independence. Each refusal to eat his spinach or take a nap sharpens the young child's awareness that he's a separate person. In adult life a well-considered "no" serves a similar purpose. It's one way of saying "I have a right to be me." There's nothing shameful about defining the limits of your generosity and tolerance. The woman who makes selflessness a life principle is denying her own humanity. Though she behaves as if she's more noble than the people she helps, she actually sees herself as less deserving. Her time and energy are unimportant. What she doesn't understand is that the truly unselfish woman must love herself as well as others. "If it is a virtue to love my neighbor as a human being," says Erich Fromm, "it must be a virtue, and not a vice, to love myself since I am a human being too."

When to Say "No"

- Say no to anything that would make you feel bad (angry, resentful, uncomfortable, ashamed)
- Say no to thoughtless requests
- Say no to inappropriate demands
- Say no if you think it would be wrong for the other person
- Say no to violations of your own values and standards
- Say no to doing what another should do for himself
- Say no to requests that conflict with your own priorities
- Say no to committing others against their will

How to Say "No"

- Say "no" promptly before too many hopes are raised.
- Don't feel obligated to justify every refusal. You have a right to say no--often more of a right than the other person had to ask.
- Try to speak without impatience or anger. A soft refusal is hard to fight. As a matter of fact, once you learn to say no, you'll discover that many old angers dissolve. You can decline with serenity and assurance.
- Avoid getting caught up in a whole series of no's to the same person. An occasional yes to something easy will give you strength for more important refusals.
- Try to offer a counterproposal when making a difficult refusal.

Obligations to family, friends, and community are facts of adult life. A mature woman welcomes that responsibility. She gives without expecting a measurable return, knows that a difficult "yes" sometimes leads to a deeply rewarding experience. But if she values her peace of mind, she must separate legitimate demands from those that are trivial or unreasonable. A mature woman realizes that she can only be effective in helping others if she herself is a whole person. In short her first obligation is to herself.

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Yes/No Exercise

1. Sit down opposite an empty chair and relax as much as you can.
2. Think of a recent situation when you said "yes," but really wanted to say "no." Visualize as many details of the situation as you can.
3. Recall how you felt as you said "yes." What did you gain and avoid by doing it?
4. Imagine you said "no" in the same situation. Visualize how the other person would react.
5. Move to the empty chair and become the person whom you said "no" to. Respond as this person would.
6. Return to your own chair and react to what the other person just said.
7. Continue the dialogue, until you come to some resolution, paying attention to how you feel in each chair.

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6.02 Activity

Assertiveness Training

When to Say "No"

- Say no to anything that would make you feel bad (angry, resentful, uncomfortable, ashamed)
- Say no to thoughtless requests
- Say no to inappropriate demands
- Say no if you think it would be wrong for the other person
- Say no to violations of your own values and standards
- Say no to doing what another should do for himself
- Say no to requests that conflict with your own priorities
- Say no to committing others against their will

How to Say "No"

- Say "no" promptly before too many hopes are raised.
- Don't feel obligated to justify every refusal. You have a right to say no--often more of a right than the other person had to ask.
- Try to speak without impatience or anger. A soft refusal is hard to fight. As a matter of fact, once you learn to say no, you'll discover that many old angers dissolve. You can decline with serenity and assurance.
- Avoid getting caught up in a whole series of no's to the same person. An occasional yes to something easy will give you strength for more important refusals.
- Try to offer a counterproposal when making a difficult refusal.

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6.02 Information

When to Say "No"

- Say no to anything that would make you feel bad (angry, resentful, uncomfortable, ashamed)
- Say no to thoughtless requests
- Say no to inappropriate demands
- Say no if you think it would be wrong for the other person
- Say no to violations of your own values and standards
- Say no to doing what another should do for himself
- Say no to requests that conflict with your own priorities
- Say no to committing others against their will

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6.02 Overhead

How to Say "No"

- Say "no" promptly before too many hopes are raised.
- Don't feel obligated to justify every refusal. You have a right to say no--often more of a right than the other person had to ask.
- Try to speak without impatience or anger. A soft refusal is hard to fight. Decline with serenity and assurance.
- Avoid getting caught up in a whole series of no's to the same person. An occasional yes to something easy will give you strength for more important refusals.
- Try to offer a counterproposal when making a difficult refusal.

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6.02 Overhead

Your Assertive Rights

- You have the right and responsibility to control your own life.
- You have the right to have and express your own feelings, beliefs, and opinions.
- You have the right to make and refuse requests without feeling guilty or selfish.
- You have the right to consider your own needs.
- You have the right to change your mind.
- You have the right to do what you want with your own property, mind, and body.
- You have the right to make mistakes.
- You have the right to ask for what you want.
- You have the right to ask for information.
- You have the right to be independent.
- You have the right to be left alone.
- You have the right to be treated with respect and dignity.
- You have the right to be listened to and taken seriously.
- You have the right to be human and not to be liked by everyone.

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6.02 Information

Asserting Your Sexual Rights and Responsibilities

As a new parent, there are many changes that you will soon be facing in your life. Taking care of yourself and your child, staying in school, and finding a job are all major responsibilities.

When you take on obligations, you are taking on responsibility. For example, deciding to take out a loan for a car is an obligation and a responsibility. You make a conscious decision to take on the responsibility. It is your right to decide when and what responsibilities you will take on.

Being sexually active is taking on a big responsibility. You have an obligation to yourself to take it seriously. Using a method of birth control is one way to take responsibility for yourself when you make a decision to be sexually active.

Because you have a responsibility for your future and that of your child, you have a right and responsibility to those things that affect your future. You are the one who will decide which responsibilities you will take on. Making decisions about sexual behavior is part of these decisions. It is your right to choose.

All during our lives we make choices about which responsibilities we want to take on. How we feel about ourselves affects the responsibilities we choose to take on at a particular time. The more highly we respect ourselves, the more seriously we take responsibility.

Timing is important. If you take on responsibility when you are ready, you are much more likely to handle it comfortably. Waiting for the right time and the right conditions helps you to have more control over your life and what happens to you.

If you are not ready to take on the responsibilities of a sexual relationship, you can assert your right not to be sexually involved. Deciding NOT to be sexually active is your right and a choice. It is another way to be responsible for yourself. You have a choice not to be sexually active at any time in your life.

You may decide not to be sexually active for many reasons. You may want to put your time and energy into building a life for yourself and your child. You may want to go to college or establish yourself in a career before taking on the added responsibility of a sexual relationship. Or you may want to wait until you feel completely comfortable with being a parent before being sexually active again. There are many reasons why people choose not to be sexually active.

To some degree, we are all influenced and pressured by the world around us. Being aware of when and how we are influenced helps us to make choices. The media (television, magazines, etc.) send messages that pressure people to be sexually active. Much of TV gives the impression that sexuality is something that can easily be handled without much thought. It doesn't teach responsibility.

6.02 Information

TV is not the real world. It provides us with false images about life and relationships. The heavy focus on sexual relationships conveys a message that is unrealistic in most cases. How influenced are you by these messages? Examine your own reactions and feelings about what you see on TV and in the movies.

You have rights and responsibilities to consider concerning your sexuality and birth control. Knowing them can help you say no when you do not want to be sexually involved. You have the right to say no to a sexual relationship at any time. This is one way to have control over your life, to assert your rights, and to assume responsibility for yourself and your future.

If you decide to be sexually active, remember that you increase your risk of getting or giving a sexually transmitted disease. Besides not having sex, the best way to avoid sexually transmitted diseases is to ALWAYS use condoms. If your partner won't cooperate, tell him he is not caring for himself or for you. If someone does not cooperate with you, you may need to decide whether you want to be involved with a person who does not show care and concern for you.

For teen parents, another pregnancy increases your responsibilities and obligations. It makes it harder to finish school, harder to cope with the demands of child care, and it limits your freedom to choose your future.

You have a choice to be nonsexual friends with your partner. Many teens are choosing this option as they set long-term goals for themselves. You do not need to be sexually intimate to communicate that you really care for someone.

There are a number of ways to be involved with a special person without "having sex." Holding hands, hugging, and kissing can be sexual ways of communicating your feelings. These are ways that will not cause pregnancy.

Challenge yourself to come up with some new ideas about expressing your feelings in a nonsexual way. Talk to your partner about it. Make decisions together about how you want to be involved. Be sure that the decisions are made on an equal basis and that you both agree on the outcome. However, if your partner disagrees with your goals, you can agree to disagree.

If you are feeling pressured by someone to be sexually active, there are responses you can use to say no. You might want to come up with some of your own responses ahead of time.

Reprinted from *Career Survival Kit for Teen Education and Employment: Personal Choices Personal Power*. A. Frances Lindner, Vocational Studies Center, University of Wisconsin-Madison, 1987.

You Have the Right

- To say "NO" to your partner if you are asked to have sexual intercourse.
- To decide what is best for you and not to be pressured into doing something you think is not good for you.
- To decide what it means to you to be sexually involved (i.e., holding hands, kissing, hugging, sexual intercourse).
- To decide IF you want to become sexually active.
- To decide the best time for you to become sexually active.
- Not to be pressured into have sexual intercourse or any form of sexual touching.
- To protect yourself from pregnancy by using a method of birth control.
- To obtain birth control information and methods.
- To choose whether or not to have another child.

Reprinted from *Career Survival Kit for Teen Education and Employment: Personal Choices Personal Power*. A. Frances Lindner, Vocational Studies Center, University of Wisconsin-Madison, 1987.

6.02 Overhead

You Have a Responsibility

- To KNOW AND UNDERSTAND the consequences involved in becoming sexually active.
- To avoid pregnancy if you are not ready to be a good parent.
- To choose the best method (for you) of pregnancy prevention, if you decide to become sexually active.
- To tell your partner your expectations for your relationship.
- To learn about your body, its reproductive system, and how it works.
- To protect yourself against getting sexually transmitted diseases.
- Not to pass on a sexually transmitted disease.
- To inform your partner if you have a sexually transmitted disease.

Reprinted from *Career Survival Kit for Teen Education and Employment: Personal Choices Personal Power*. A. Frances Lindner, Vocational Studies Center, University of Wisconsin-Madison, 1987.

6.02 Overhead

"Pressure Lines" and Assertive Responses

Line: *Everybody's doing it.*

Reply: "Well, I'm not everybody. I'm me. Besides, I don't really believe everybody is doing it. I think it's a lot of talk."

Line: *If you love me, you'll have sex with me.*

Reply: "If you love me, you'll respect my feelings and not push me into doing something I'm not ready for."

Line: *If you won't have sex with me, then I don't want to see you any more.*

Reply: "Well, if that's the way you feel, I'm going to miss seeing you. That's the way it's got to be."

Line: *I know you want to do it. You're just afraid of what people will say.*

Reply: "If I wanted to do it, I wouldn't be arguing with you about it."

Line: *It's just part of growing up.*

Reply: "Having sex doesn't mean you're grown-up. To me grown-up means deciding what I believe and then sticking to those beliefs."

Line: *I want to marry you someday.*

Reply: "Marriage is a long way off for me. There's lots I want to do and see. I want to wait until I'm older to have sex."

Line: *We had sex before, so what's the problem now?*

Reply: "I have a right to change my mind. I've decided to wait until I'm older."

Line: *You don't want people to think you're not a woman, do you?*

Reply: "Having sex doesn't prove you are a woman. It's not for me right now."

Line: *Don't you want to try it to see what it's like with me?*

Reply: "I think that's a pretty poor reason to have sex, pretending to care just so you can see what it's like. No thanks."

Line: *But I have to have it.*

Reply: "No you don't. If I can wait, you can wait."

Line: *If you want to be popular with the kids at school, you'll do it.*

Reply: "I don't have to depend on sex to be popular. I have more to offer than that. People like you because of the kind of person you are."

Line: *If you get pregnant, I'll marry you.*

Line: "I don't want to risk getting pregnant, and I'm not ready to get married."

Line: *You want it as much as I do.*

Reply: "No, I really don't. I've got a lot of plans for my life and I don't want to mess things up by getting pregnant again when I'm not ready."

Line: *You've gotten me all excited. If you love me, you'll prove it.*

Reply: "Having sex doesn't prove you're in love. I have too much self-respect to get sexually involved before I'm ready for it. I've decided to wait."

Line: *Come on, take a drink. It will get you in the mood.*

Reply: "No thanks, I've had enough. I don't want to get drunk and not know what I'm doing."

Line: *If you don't someone else will.*

Reply: "If all I mean to you is a body to have sex with, maybe we'd better take a closer look at why we see each other. You have no right to use me."

Line: *A lot of your friends are doing it. You're just not with it.*

Reply: "What my friends decide to do is their business. I make my own decisions. What may be right for my friends isn't necessarily right for me. I've decided to wait. That's my decision."

Three Simple Assertive Techniques

1. Say no and keep repeating it. Don't offer reasons or excuses for saying "no".
2. Take the offensive. State how the person's continued pressure is making you feel.
3. Refuse to discuss the matter further. Walk away from the situation.

Reprinted from *Career Survival Kit for Teen Education and Employment: Personal Choices Personal Power*. A. Frances Lindner, Vocational Studies Center, University of Wisconsin-Madison, 1987. Original source: Planned Parenthood of Wisconsin, Milwaukee, Wisconsin.

Assertiveness Inventory Instructions

Directions: Read and follow the following four steps to the Assertiveness Inventory on the next page.

Step One: Indicate your Degree of Discomfort in each of the situations in the space provided on the left-hand side of the Inventory, using the following scale:

Discomfort Scale

0 = no discomfort
1 = a little discomfort
2 = a fair amount of discomfort
3 = much discomfort
4 = extreme discomfort

Step Two: Go back over the list of situations a second time and after each item (in the right hand column) indicate how likely you are to display the behavior listed, using the following scale:

Response Probability Scale

0 = always do it
1 = usually do it
2 = do it about half the time
3 = rarely do it
4 = never do it

Step Three: Give yourself an assertiveness rating by totaling the points in the right-hand column. A score of 20-40 would be Good; a score of 41-60 would be Fair; a score of 61-100 would indicate a Needs Work rating.

Step Four: Go back over the listing of situations one last time and circle the ones you would like to handle more assertively.

Reprinted from "An Assertion Inventory for Use in Assessment and Research," *Behavior Therapy,* Vol. 6, 1975, pp. 550-556, by permission of the Association for the Advancement of Behavior Therapy.

6.02 Activity

Assertiveness Inventory

Degree of Discomfort		Response Probability
______	1. Refusing a request to borrow something you value (homework, clothing, money, etc.)	______
______	2. Complimenting a friend	______
______	3. Asking a favor	______
______	4. Resisting sales pressure	______
______	5. Apologizing when you've made the mistake	______
______	6. Turning down a date	______
______	7. Telling a person who is very close to you that something she/he says or does bothers you	______
______	8. Asking for a date with a person	______
______	9. Admitting you don't understand what is being discussed and asking for further explanation	______
______	10. Disagreeing with the opinion of a friend	______
______	11. Applying for a job	______
______	12. Resisting pressure to drink or smoke when you are not interested	______
______	13. Talking with a person about his/her criticism of your behavior/work/etc.	______
______	14. Asking for the return of borrowed items	______
______	15. Requesting expected service in a store/restaurant/school when it is not forthcoming	______
______	16. Returning bad merchandise to a store	______
______	17. Resisting sexual overtures when you are not interested	______
______	18. Telling someone good news about yourself	______
______	19. Receiving compliments	______
______	20. Admitting that you are afraid and asking for acceptance	______

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6.02 Activity

Self-Assessment of Assertiveness

Goals:

1. To be more aware of the different types of assertive behaviors that can be used with different types of people
2. To become knowledgeable about one's current level of assertiveness
3. To be able to compare one's assertion score with reports of white assertiveness levels
4. To designate behaviors relevant to select persons in need of attention during training

Time: 30 minutes

Materials:
Adult Self-Expression Scale Worksheet
Adult Self-Expression Scale Score Calculation Sheet
Pencils
Pocket calculator to share

Process:

1. Trainer distributes to each participant the Adult Self-Expression Scale (ASES) Worksheet and Score Calculation Sheet. Trainer then explains that the scale measures different types of assertive behaviors used with different types of people. While completing the scale, participants may call to mind situations they had not thought of recently but would like to change.
2. Trainer instructs participants in self-scoring procedures for the ASES, as explained on the Score Calculation Sheet, and asks participants to calculate their score.
3. Average scores range between 107-120. Ask participants to discuss how they felt while using the scale. What situations came to mind? What non-assertive behaviors might they like to change? What behaviors do they feel good about?

Reprinted by permission of John P. Galassi, Jr. and James G. Hollandsworth, Jr. Instructions adapted by Margaret A. Nash.

6.02 Activity

The Adult Self-Expression Scale

The following questions are meant to develop a scale on how you express yourself. If a situation does not apply to you, reply as you think you would in the situation. After each item check the answer that best describes your choice.

	Almost Always or Always	Usually	Sometimes	Seldom	Never or Rarely
1. Do you ignore it when someone pushes in front of you in line?	( )	( )	( )	( )	( )
2. Do you find it difficult to ask a friend to do a favor for you?	( )	( )	( )	( )	( )
3. If your boss or supervisor makes what you consider to be an unreasonable request, do you have difficulty saying "no"?	( )	( )	( )	( )	( )
4. Are you reluctant to speak to an attractive acquaintance of the opposite sex?	( )	( )	( )	( )	( )
5. Is it difficult for you to refuse unreasonable requests from your parents?	( )	( )	( )	( )	( )
6. Do you find it difficult to accept compliments from your boss or supervisor?	( )	( )	( )	( )	( )
7. Do you express your negative feelings to others when it is appropriate?	( )	( )	( )	( )	( )
8. Do you freely volunteer information or opinions in discussions with people whom you do not know very well?	( )	( )	( )	( )	( )
9. If there was a public figure whom you greatly admired and respected at a large social gathering, would you make an effort to introduce yourself?	( )	( )	( )	( )	( )

6.02 Activity

	Almost Always or Always	Usually	Sometimes	Seldom	Never or Rarely
10. How often do you openly express justified feelings of anger to your parents?	( )	( )	( )	( )	( )
11. If you have a friend of whom you parents do not approve, do you make an effort to help them get to know one another better?	( )	( )	( )	( )	( )
12. If you were watching a TV program in which you were very interested and a close relative was disturbing you, would you ask them to be quiet?	( )	( )	( )	( )	( )
13. Do you play an important part in deciding how you and your close friends spend your leisure time together?	( )	( )	( )	( )	( )
14. If you are angry at your spouse/boyfriend or girlfriend, is it difficult for you to tell them?	( )	( )	( )	( )	( )
15. If a friend calls 15 minutes before he/she is supposed to pick you up and says that he/she cannot make it, do you express your annoyance?	( )	( )	( )	( )	( )
16. If you approve of something your parents do, do you express your approval?	( )	( )	( )	( )	( )
17. If in a rush you stop by a supermarket to pick up a few items, would you ask to go before someone in the check-out line?	( )	( )	( )	( )	( )
18. Do you find it difficult to refuse the requests of others?	( )	( )	( )	( )	( )

	Almost Always or Always	Usually	Sometimes	Seldom	Never or Rarely
19. If your boss or supervisor expresses opinions with which you strongly disagree, do you venture to state your point of view?	( )	( )	( )	( )	( )
20. If you have a close friend whom your partner dislikes and constantly criticizes, would you inform them that you disagree and tell them of your friend's assets?	( )	( )	( )	( )	( )
21. Do you find it difficult to ask favors of others?	( )	( )	( )	( )	( )
22. If food which is not to your satisfaction was served in a good restaurant, would you bring it to the waiter's attention?	( )	( )	( )	( )	( )
23. Do you tend to drag out your apologies?	( )	( )	( )	( )	( )
24. When necessary, do you find it difficult to ask favors of your parents?	( )	( )	( )	( )	( )
25. Do you insist that others do their fair share of the work?	( )	( )	( )	( )	( )
26. Do you have difficulty saying no to salespersons?	( )	( )	( )	( )	( )
27. Are you reluctant to speak up in a discussion with a small group of friends?	( )	( )	( )	( )	( )
28. Do you express anger or annoyance to your boss or supervisor when it is justified?	( )	( )	( )	( )	( )
29. Do you compliment and praise others?	( )	( )	( )	( )	( )

	Almost Always or Always	Usually	Sometimes	Seldom	Never or Rarely
30. Do you have difficulty asking a close friend to do an important favor if it will cause them some inconvenience?	( )	( )	( )	( )	( )
31. If a close relative makes what you consider to be an unreasonable request, do you have difficulty saying no?	( )	( )	( )	( )	( )
32. If your boss or supervisor makes a statement that you consider untrue, do you question it aloud?	( )	( )	( )	( )	( )
33. If you find yourself becoming fond of a friend, do you have difficulty expressing these feelings to that person?	( )	( )	( )	( )	( )
34. Do you have difficulty exchanging a purchase with which you are dissatisfied?	( )	( )	( )	( )	( )
35. If someone in authority interrupts you in the middle of an important conversation, do you request that the person wait until you have finished?	( )	( )	( )	( )	( )
36. If a person of the opposite sex whom you have been wanting to meet directs attention to you at a party, do you take the initiative in beginning the conversation?	( )	( )	( )	( )	( )
37. Do you hesitate to express resentment to a friend who has unjustifiably criticized you?	( )	( )	( )	( )	( )
38. If your parents wanted you to come home for a weekend visit and you had made important plans, would you change your plans?	( )	( )	( )	( )	( )

	Almost Always or Always	Usually	Sometimes	Seldom	Never or Rarely
39. Are you reluctant to speak up in a discussion or debate?	( )	( )	( )	( )	( )
40. If a friend who has borrowed $5.00 from you seems to have forgotten about it, is it difficult for you to remind this person?	( )	( )	( )	( )	( )
41. If your boss or supervisor teases you to the point that it is no longer fun, do you have difficulty expressing your displeasure?	( )	( )	( )	( )	( )
42. If your spouse/boyfriend or girlfriend is blatantly unfair, do you find it difficult to say something about it to them?	( )	( )	( )	( )	( )
43. If a clerk in a store waits on someone who has come in after you when you are in a rush, do you call his/her attention to the matter?	( )	( )	( )	( )	( )
44. If you lived in an apartment and the owner of the apartment failed to make certain repairs after it had been brought to the owner's attention, would you insist on it?	( )	( )	( )	( )	( )
45. Do you find it difficult to ask your boss or supervisor to let you off early?	( )	( )	( )	( )	( )
46. Do you have difficulty verbally expressing love or affection to your spouse/boyfriend or girlfriend?	( )	( )	( )	( )	( )
47. Do you readily express your opinions to others?	( )	( )	( )	( )	( )
48. If a friend makes what you consider to be an unreasonable request, are you able to refuse?	( )	( )	( )	( )	( )

The Adult Self-Expression Score Calculation Sheet

Directions for scoring:

1. Enter your responses on the Adult Self-Expression Scale in the appropriate box for each item.
2. Check to see that there is a response for every item. If a response it missing for an item, check the 2 box for that item. If more than four or five items have no response, the results may be invalid.
3. Notice that the values for approximately half of the items have been reversed.
4. Total response values for each column on this Score Calculation Sheet by entering the sum in the blank space beneath.
5. Total the four column sums to obtain the ASES score.

1. (0) (1) (2) (3) (4)
2. (0) (1) (2) (3) (4)
3. (0) (1) (2) (3) (4)
4. (0) (1) (2) (3) (4)
5. (0) (1) (2) (3) (4)
6. (0) (1) (2) (3) (4)
7. (4) (3) (2) (1) (0)
8. (4) (3) (2) (1) (0)
9. (4) (3) (2) (1) (0)
10. (4) (3) (2) (1) (0)
11. (4) (3) (2) (1) (0)
12. (4) (3) (2) (1) (0)

13. (4) (3) (2) (1) (0)
14. (0) (1) (2) (3) (4)
15. (4) (3) (2) (1) (0)
16. (4) (3) (2) (1) (0)
17. (4) (3) (2) (1) (0)
18. (0) (1) (2) (3) (4)
19. (4) (3) (2) (1) (0)
20. (4) (3) (2) (1) (0)
21. (0) (1) (2) (3) (4)
22. (4) (3) (2) (1) (0)
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Total Column 1: ________
Total Column 2: ________
Total Column 3: ________
Total Column 4: ________
Total Score: ________

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Avoiding Self-Defeating Behaviors in Communication

Things to Do	**Things to Avoid**
1. If you are wondering what someone's thinking, ASK! You could be wrong. **Example**: Someone seems to be treating you differently than usual. You don't know if it's you or something else on the person's mind. You say, "Have I done something that upset you?"	Don't assume you know what someone else is thinking.
2. Be open about what's on your mind even when it seems "silly." (Express fears, questions, wishes, hurt feelings, etc.)	Don't judge your thoughts or feelings. It is OK to think and feel and to express yourself when some people may not understand.
3. Be direct about your self-doubts. Everyone has them. Expressing self-doubts can help you manage them. **Example**: "I wish I could lose some weight more easily" vs. "I would scare somebody on the beach if I put on a bathing suit!"	Avoid Self-Putdowns.
4. Be direct about what you want or need from others. **Example**: "I need a hug right now" vs. "I wish you were more affectionate once in a while."	DON'T manipulate others by secretly trying to get them to give you what you want/need.
5. Begin your sentences with "I." **Example**: "I feel hurt when you don't notice something special I've done" vs. "you should notice more."	Beginning sentences with "you" can make people feel that they have to defend themselves.

Things to Do	**Things to Avoid**
6. Be willing to look at weaknesses as well as strengths in yourself and own them. Express what you like about yourself and your strengths. **Example**: "I know that I have a tendency to jump to conclusions and I am working on it."	DON'T defend your particular weaknesses. Everyone has both strengths and weaknesses.
7. Apologize when you feel like doing so (and not when you don't feel like doing so). **Example**: "After I thought about our conversation, I realized that I was not fair to you. I am sorry."	Apologies, when they are sincere, are a responsible way to show ourselves and others that we do make mistakes and can rectify them. We are not perfect--neither is anyone else.
8. When talking with someone about an emotional subject, try to keep emotions under control by stating how you feel rather than showing it with shouting, etc. **Example**: I feel hurt and angry right now, and I will try to explain why.	Avoid overreacting or withdrawing from emotional subjects. Nothing will be accomplished.
9. Check it out with the other person when you are not sure you understand what they had said. **Example**: "I am not sure I understand what you said--I could take it one or two ways. Would you clarify it for me?"	It is OK to ask for clarification from another person about what they said.
10. Be willing to hear both positive and negative from people. **Example**: "It is hard for me to hear you say that about me, but I will think about it," or "Thank you for saying that, it makes me feel good."	DON'T expect all positive or all negative from people.

Written by Andrea Belkins, Lansing Community College. Reprinted from *Successful Life Skills Curriculum: Single Parents and Homemakers*, 1989, by permission of the Michigan Department of Education, Vocational and Technical Education, Lansing, Michigan.

Techniques for Assertiveness

1. "I" statements--"I'm having trouble following these instructions," not "You are confusing." "I want some feedback from you about this report." "I'd like to meet for lunch."

2. Changing our self messages--Assertive Chant, e.g., saying to yourself, "I have a right to get what I pay for." Pats on your back for being assertive.

3. Broken record--acknowledging the other's serious point and repeating, for example, "other people may not have objected to the noise, but I'd really like you to turn down your radio."

4. Relaxation--Physical relaxation or calm scene.

5. Empathy--Recognizing and reflecting other's feelings--checking perceptions, for example, "so as far as you're concerned, if I don't work overtime every day I'm not doing a good job."

6. Workable compromise (finding a way where you both can win)--especially important with another assertive person. "All right, I'll go to the restaurant you pick this time but next time, I get to choose."

7. Selective ignoring--"I simply won't respond if you continue to criticize my friends."

8. Setting limits--"I'd be happy to hear your criticisms when I'm finished with my client." "I don't want to go out with you."

9. Expressing positive feelings--"I really enjoy sharing with you."

10. Assertive body language--
    - Maintain direct eye contact.
    - Maintain an erect body posture.
    - Speak clearly, audibly and firmly.
    - Don't whine or have an apologetic tone to your voice.
    - Make use of gestures and facial expression for emphasis.

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6.03 Information

Steps in Asserting Yourself

1. Notice body cues that tell when you need to be assertive.
2. Decide what you want the other person to stop doing, keep doing, or start doing and do the same for yourself.
3. Evaluate the long and short range consequences of asserting yourself. Decide whether to assert yourself.
4. Ask for what you want directly, succinctly and with appropriate body language.
5. Persist until a workable compromise has been reached or you feel you've reached a brick wall.
6. If you've reached a brick wall, look for other routes to what you want.

Asserting Yourself

Exercise

What are some feelings or body cues that tell me I'm being nonassertive or aggressive?

Where are areas where I have trouble being assertive?

Describe one situation this last week when you were assertive.

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6.03 Activity

The Components of Assertive Behavior

Increasingly systematic observations of assertive behavior have led many behavioral scientists to conclude that there are a number of elements which constitute an assertive act. In our work helping others to develop greater assertiveness, we have given particular attention to these components:

Eye Contact: Looking directly at another person when you are speaking to him/her is an effective way of declaring that you are sincere about what you are saying, and that it is directed to the person.

Body Posture: The "weight" of your messages to others will be increased if you face the person, stand or sit appropriately close to him, lean forward toward him, hold your head erect.

Gestures: A message accented with appropriate gestures takes on an added emphasis (over-enthusiastic gesturing can be a distraction).

Facial Expression: Ever see someone trying to express anger while smiling or laughing? It doesn't come across. Effective assertions require an expression that agrees with the message.

Timing: Spontaneous expression will generally be your goal since hesitation may diminish the effect of an assertion. Judgment is necessary, however, to select an appropriate occasion, for example, such as speaking to your boss in the privacy of his office, rather than in front of a group of his subordinates where he may need to respond defensively.

Content: We save this obvious dimension of assertiveness for last to emphasize that, although *what* you say is clearly important, it is often less important than most of us generally believe. We encourage a fundamental honesty in interpersonal communication, and spontaneity of expression. In our view, that means saying forcefully, "I'm damn mad about what you did!" rather than "You're an S.O.B.!" People who have for years hesitated because they "didn't know what to say" have found the practice of saying *something* to express their feelings *at the time* to be a valuable step toward greater spontaneous assertiveness.

One further word about content. We do encourage you to express your own feelings--and to *accept responsibility for them*. Note the difference in the above example between "I'm mad" and "You're an S.O.B." It is not necessary to put the other person down (aggressive) in order to express your feelings (assertive).

Your imagination can carry you to a wide variety of situations which demonstrate the importance of the *manner* in which you express your assertions. Let it suffice to say that the time you may be spending *thinking* about "just the right words" will be better spent *making* those assertions! The ultimate goal is expressing yourself, honestly and spontaneously, in a manner "right" for you.

Voice Tone, Inflection, Volume: A whispered monotone will seldom convince another person that you mean business, while a shouted epithet will bring his defenses into the path of communication. A level, well-modulated conversational statement is convincing without intimidating.

Ready now? If you've come this far, you are probably ready to begin taking steps toward increasing your own assertiveness. We know you can succeed. The rewards far exceed the effort required.

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Components of the Assertive Response

1. Eye contact
2. Body posture
3. Facial expression
4. Voice tone
5. Timing
6. Content
7. Context (Voice tone, inflection, volume)

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Assertive Techniques

Think of a situation in which you are not assertive now. What are some techniques you could use?

Think of a situation in which you want something from another person. Ask yourself:

What behaviors do I want the person to keep?
. . . to quit?
. . . to start doing?

What behaviors do I want to keep?
. . . to quit?
. . . to start doing?

What's the least I'd settle for?

What's the real least I could live with?

If my initial approach to the other person doesn't work, what else could I do?

Group Responsibilities:

1. Support each other.
2. Give each other feedback about how you are coming across.
3. Provide a chance for everyone in the group to work on becoming more assertive.

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6.04 Activity

Role Playing Assertive Behavior

Situation 1:

Your friend has just arrived an hour late for dinner. He/she did not call to let you know that he/she would be detained. You are annoyed about his/her lateness. You say:

a. Come on in. Dinner's on the table.
   ____ assertive
   ____ nonassertive
   ____ aggressive

b. I've been waiting for an hour. I would have appreciated your calling to let me know you would be late.
   ____assertive
   ____ nonassertive
   ____ aggressive

c. You've got a lot of nerve coming late. That's the last time I invite you.
   ____ assertive
   ____ nonassertive
   ____ aggressive

Situation 2:

A co-worker has just criticized your spouse/boyfriend/girlfriend. You feel the criticism is unjustified. You say:

a. Shut up. You're stupid and prejudiced.
   ____ assertive
   ____ nonassertive
   ____ aggressive

b. Well, I see what you mean.
   ____ assertive
   ____ nonassertive
   ____ aggressive

c. I feel your criticism is unfair. He/she is not like that at all.
   ____ assertive
   ____ nonassertive
   ____ aggressive

6.04 Activity

Situation 3:

A friend has just complimented you on your new suit. It's the first time you've worn it and you really like it. You say:

a. Thank you.
   ____ assertive
   ____ nonassertive
   ____ aggressive

b. This? It's nothing special.
   ____ assertive
   ____ nonassertive
   ____ aggressive

c. Well . . . I picked it up at a sale . . . .
   ____ assertive
   ____ nonassertive
   ____ aggressive

Situation 4:

You are returning a faulty item to the department store. You bought a shirt/blouse. When you took it home, you found a misweave in it. You do not want the item as it is. The clerk has just said no one will ever notice it. You say:

a. Well, I'd still like to return it or exchange it. I do not want this one.
   ____ assertive
   ____nonassertive
   ____ aggressive

b. Look, give me my money. I don't have all day for you to waste my time.
   ____ assertive
   ____ nonassertive
   ____ aggressive

c. Well, are you sure no one will notice it?
   ____ assertive
   ____ nonassertive
   ____ aggressive

Situation 5:

Your parents just called and said they are coming to visit tonight. You already made plans for the evening that you do not want to break. You say:

a. Mom, I've seen you twice this week. Enough is enough. You are always bugging me. You're a pain.
____ assertive
____ nonassertive
____ aggressive

b. Sure, I'd be glad to see you tonight, but couldn't you come tomorrow?
____ assertive
____ nonassertive
____ aggressive

c. Mom, not tonight. I already have plans for the evening.
____ assertive
____ nonassertive
____ aggressive

Situation 6:

You'd like your child to go down the block and pick up a package at your friend's house. You say:

a. Billy, I'd like it if you would go over to Mrs. Smith's and pick up a package for me. I'd appreciate it if you could do it by 3 o'clock.
____ assertive
____ nonassertive
____ aggressive

b. If you aren't too busy, well . . . will you be going to Mrs. Smith's today?
____ assertive
____ nonassertive
____ aggressive

c. Hey, it's about time you did something worthwhile. Go down to Mrs. Smith's and pick up a package for me. No back talk. Stop being such a lazy thing. Go on.
____ assertive
____ nonassertive
____ aggressive

Situation 7:

A co-worker keeps giving you all of his/her work to do. You've decided to put an end to this. Your co-worker has just asked you to do some more of his/her work. You say:

a. I'm kind of busy. But if you can't get it done, I guess I can help you.
____ assertive
____ nonassertive
____ aggressive

b. Forget it. It's about time you do it. You treat me like your slave. You're an inconsiderate S.O.B.
____ assertive
____nonassertive
____ aggressive

c. No, Sue/Tom, I'm not going to do any more of your work. I'm tired of doing both my work and your work.
____ assertive
____ nonassertive
____ aggressive

Situation 8:

A new person/family has just moved in next door. You really want to meet him/her/them.

a. You smile as your neighbor(s) walk by, but say nothing.
____ assertive
____ nonassertive
____ aggressive

b. You go next door and say, "Hi, I live next door. Welcome to the neighborhood. I'm glad to meet you."
____ assertive
____nonassertive
____ aggressive

c. You watch your neighbor through your window.
____ assertive
____ nonassertive
____ aggressive

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Competency 7.0

Skills to Develop Effective Listening

7.01 Identify listening skills
7.02 Identify barriers to listening
7.03 Demonstrate effective listening skills

Competency 7.0
Overview

Few people think of listening as a skill. Yet, how we listen affects all of our relationships--with family, on the job, in school, and with others. Good listening skills are an invaluable asset in all areas of life. In school, these skills ensure that we will understand and digest the information in our classes. In the work environment, these same skills can help us to communicate better with our peers and supervisors. And in the home, good listening skills can improve family interactions and open up lines of communication between parents and children.

This competency is designed to help participants develop effective listening skills. Participants completing Competency 7.0: Skills to Effective Listening will be able to:

7.01 Identify listening skills
7.02 Identify barriers to listening
7.03 Demonstrate effective listening skills

Indicator 7.01 provides an overview of various listening strengths and weaknesses. Indicator 7.02 focuses on barriers to effective listening. In Indicator 7.03, participants assess their listening skills to determine their own strengths and weaknesses. Through classroom activities, participants have an opportunity to practice and demonstrate their listening skills.

Resources

Steil, Dr. Lyman K. (1983). Effective Listening, Key to Your Success. McGraw Hill, Inc.

Assessing and Improving Your Listening Skills

This is an article directed toward school administrators, but the information is relevent for teens as well.

Are you a good listener? Of course you are. After all, you've been listening to people all your life.

Although we seldom hear anyone admit to being a poor listener, considerable evidence suggests that we really do not listen as well as we should. Most of us find it difficult to focus our attention on others and their comments. Even though we spend far more time listening than we do reading, writing, or talking, few of us really hear what is being said.

Such a finding is unfortunate since, as school administrators, we earn our living by communicating, and listening is the most essential communication skill of all.

Fortunately, listening is a learned behavior and, as such, can be developed and improved upon. Awareness of our listening habits and skills is a first step toward improving them. Of course, essential to the listening process is a willingness to take the time to listen and to really care about the other person and what the other person has to say. Actually, there is no better way to convey that you are truly interested in other people than by taking the time to listen to them.

Toward More Effective Listening

Listening errors can be grouped into three categories: disconcerting manner, inappropriate verbal responses, and interruptions. By learning to avoid listening pitfalls, administrators accomplish two goals.

First, they gain clues that will help them to better understand and help the other person. Listening demonstrates to other people that you care about them and what it is they have to say, thus inclining them to listen to you.

Second, talking reduces frustration. Many problems can be resolved merely by giving the other person an opportunity to "talk it out." Good listening skills, then, are helpful in building rapport and solving conflicts.

A Listening Manner

The Listener's manner includes a whole host of nonverbal behaviors, including facial expressions, posture, gestures, and eye contact. Mehrabian (1971) reported that more than half a message is conveyed nonverbally. Thus, when you tell someone, "I'm listening," do your nonverbal behaviors bear witness to your words?

Okum (1987) and Brammer (1988) referred to the physical behaviors used while listening as "attending skills."

7.01 Information

Effective attending skills communicate that the listener is honestly interested in the other person. They are intended to encourage the other person to open up and to begin to verbalize his or her ideas or feelings freely. Attending behaviors also have a powerful effect on the other person.

Looking at the other person, usually at his or her eyes, conveys interest, because eyes are one of our main ways of communicating. However, eye contact is not a fixed stare. Look naturally at the other person while he or she is talking.

The distance between you and the other person is another important attending component. According to Brammer (1988), a comfortable listening distance is three or four feet; much closer is uncomfortable, much further is too distant.
Of course, having a desk or some other piece of furniture come between people merely places an additional barrier in the way of open, direct communication.

Another element of attending is posture. Forward body tilt and a natural, relaxed manner are preferred. Finally, concentrate on making sure gestures accurately convey the message of caring and concern you wish to communicate.

Your Verbal Responses

As a listener, do your verbal responses make it easy or difficult for the other person to talk about whatever it is he or she wishes to discuss?

Some of the more common roadblocks to effective communication include advice giving, counter-argument, questioning, and diverting. These types of responses tend to block further communication. They slow down, inhibit, or completely stop the two-way process of communication that is so necessary in establishing good relationships.

How do you verbally communicate acceptance and a desire to help others? One way is by being quiet. Silence--passive listening--is a powerful message that can make another person feel genuinely accepted and encouraged to share more openly.

Of course, being silent does not prove that you are really paying attention and hearing what is being said. It helps to nod, smile, frown, and use verbal cues like "uh huh," "uhmm," and "I see" as verbal pats on the back that encourage the other to continue talking while you listen.

Verbal responses like "What's happening," "Tell me more," and "What brings you," serve as door-openers to help the other person begin to talk or to talk more. Door-openers, unlike direct questions, make it easier for the other person to talk about what is on his or her mind, whereas questions tend to direct the conversation in the way you would like for it to proceed, which may not always be the direction preferred by the other person.

When questions are used to elicit necessary information, keep the questions simple and understandable. Avoid asking multiple questions that only seem to confuse the other person.

Good listeners often tie together into one statement several ideas and feelings expressed by the other person. Summarizing what has been said serves as an effective check on the accuracy of your understanding. It also tends to move the conversation along.

A good listener is more concerned with learning what the other person has to say than he or she is on expressing his or her own views. An effective listener keeps the focus of the conversation on the other person. What you say and do not say has a strong bearing on your effectiveness as a listener. The willingness to bite one's tongue and "just listen" is a skill that can be learned, but not without much hard work.

Avoid Interrupting Others

As basic as it may seem, many of us fail to realize that we cannot listen and talk at the same time. Our preoccupation with our own thoughts and ideas often shifts the focus from the other person to ourselves and reduces our potential for listening.

When you impede the flow of conversation by needlessly interrupting the other person, the other person may find it difficult to get back on the main topic. Evans et al. (1984) also noted that people who are interrupted are often not inclined to share important information with someone whose thoughts and attention are obviously elsewhere.

Refrain from interrupting. Instead, allow other persons to present their thoughts or concerns in the manner that best suits them. Otherwise, they may come to believe you do not think what they are saying is important.

One of the most common reasons for interrupting the speaker is to get more information so we can solve the other persons' problem for them. In effect, we have "bought in." Buying-in means we have taken it upon ourselves to solve, rectify, or otherwise take care of the speaker's concerns (even if it means we do so based upon partial and/or faulty information).

Sometimes we become so concerned with expediting matters that we fail to take the time to really listen and fully comprehend the issues involved.

Be careful not to turn the conversation back to yourself or to relate too many personal anecdotes. "Me too-isms" cause us to interrupt the speaker so that we might share a supposedly relevant tidbit from our own life to show that we have experienced the same feeling, problem, situation, etc.

While it is sometimes comforting to the other person to know that he or she is not alone, most people perceive their problems as uniquely their own and resent your presuming to understand based upon so little information.
In the final analysis, interrupting the speaker to share a similar experience is

seldom welcomed and does little to establish rapport or convey a true sense of understanding. "I know exactly how you feel," or "the very same thing happened to me" often fall on unbelieving ears. Better to say nothing than alienate the other by inane comments.

Rather than sharing your "me too-isms" with the speaker, focus more on listening and understanding what it is the other person is saying and feeling. A good listener uses the word "you" far more than the words "I" and "me."

Conclusion

It has been estimated that individuals spend 40-45 percent of their waking hours listening (Mehrabian, 1971). It has also been demonstrated that few people do an effective job of listening. The good news, however, is that listening skills can be learned and refined.

Remember: Communication itself is unavoidable. Effective communication *is* possible, and listening is at the very heart of effective communication.

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Ten Keys to Effective Listening

Ten Keys to Effective Listening	The Bad Listener	The Good Listener
1. Find areas of interest.	Tunes out dry subjects.	Looks for benefits and opportunities; asks "What's in it for me?"
2. Judge content, not delivery.	Tunes out if delivery is poor.	Judges content; skips over delivery errors.
3. Hold your fire.	Tends to enter into argument.	Doesn't judge until message is complete.
4. Listen for ideas.	Listens for facts.	Listens for central themes.
5. Be flexible.	Takes intensive notes using only one system.	Takes fewer notes; uses several different systems, depending on speaker.
6. Work at listening.	Shows no energy output. Attention is faked.	Works hard, exhibits active body state.
7. Resist distractions.	Distracted easily.	Fights or avoids distractions; tolerates bad habits; knows how to concentrate.
8. Exercise your mind.	Resists difficult, expository material; seeks light, recreational material.	Uses heavier material as exercise for the mind.
9. Keep your mind open.	Reacts to emotional words.	Interprets color words; does not get hung up on them.
10. Capitalize on the fact that thought is faster than speech.	Tends to daydream with slow speakers.	Challenges, anticipates, mentally summarizes; weighs the evidence; listens between the lines to tone of voice.

Reprinted from Dr. Lyman K. Steil, *Effective Listening, Key to Your Success,* 1983, by permission of McGraw-Hill, Inc.

7.02 Information

Ten Keys to Effective Listening

1. **Listen for ideas, not facts**. Start relating the facts to ideas as soon as you receive them.

2. **Judge content, not delivery**. Listen carefully to what people say, not their delivery. A person speaking with the air of authority could be dead wrong.

3. **Listen optimistically**. Make the conscious effort to be interested. The new material may be enjoyable.

4. **Don't jump to conclusions**. By assuming we know what is coming next we can seriously damage our understanding of what is being said. Clear your head of your own ideas and listen to the speaker's.

5. **Adjust your note-taking to the speaker**. Try to figure out as soon as you can how the speaker is organizing his/her ideas, and suit your note-taking to his/her style.

6. **Concentrate**. Focus on the speaker. Give him/her your attention and thought. Become aware of what interferes with your concentration and fight it.

7. **We can think four times faster than a speaker can talk**. Use this "space gap" to summarize and interpret, evaluate and respond.

8. **Work at and practice listening**. Effective listening is hard work. Responding and giving feedback shows interest. Intensive listening will even increase the heart rate and sometimes cause perspiration.

9. **Keep an open mind and hold your emotions in check**. Be aware that each person has their own set of emotion-laden words or situations that trigger thought, feelings and memories; deal with these and go on.

10. **Exercise your mind**. Only by handling difficult material do we gain confidence in our mental capacities and stretch those capacities.

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7.02 Information

Ten Keys to Effective Listening

1. Listen for ideas, not facts.
2. Judge content, not delivery.
3. Listen optimistically.
4. Don't jump to conclusions.
5. Adjust your note-taking to the speaker.
6. Concentrate.
7. We can think four times faster than a speaker can talk--use the "space gap."
8. Work at and practice listening.
9. Keep an open mind and hold your emotions in check.
10. Exercise your mind.

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7.02 Overhead

How Do You Rate as a Listener?

Complete the following self-rating scale to evaluate your strengths and to identify where you might need to fine-tune your listening skills. Circle the number that best describes your listening skills: 1 = poor, 5 = excellent. In answering, ask yourself "Do I . . . "

	Poor Excellent	
1. Have a desk or table as a physical barrier between parties	1 2 3 4 5	Use furniture to draw persons together; sit face to face without desk in between
2. Have seats too close or too distant	1 2 3 4 5	Arrange seats arms length apart
3. Slouch, lean away, or otherwise employ poor posture	1 2 3 4 5	Sit in a relaxed, yet attentive way
4. Maintain little eye contact	1 2 3 4 5	Maintain appropriate eye contact
5. Employ gestures that are distracting, that compete for attention with my words	1 2 3 4 5	Employ gestures that are unobtrusive, that are natural and spontaneous and highlight my words
6. Talk mostly about myself	1 2 3 4 5	Keep focus on other person
7. Violate other person's trust by sharing private matters with others	1 2 3 4 5	Keep confidential matters private
8. Rarely use other person's name	1 2 3 4 5	Often use other's name in the conversation; personalize conversation
9. Listen only intermittently	1 2 3 4 5	Listen carefully to all that is said

7.03 Activity

10. Tend to ask lots of "factual" questions	1	2	3	4	5	Ask questions sparingly and only to clarify other's meaning
11. Assume to know what other person means	1	2	3	4	5	Elicit feedback to ensure accuracy of perceptions
12. Ask "yes" or "no" questions	1	2	3	4	5	Ask open-ended questions
13. Rush to fill the void when silences occur	1	2	3	4	5	Use silence in a positive way to allow others to think, collect their thoughts
14. Give advice freely when asked	1	2	3	4	5	Reflect on other's need for direction when asked for advice
15. Mainly respond to the facts of what is said	1	2	3	4	5	Remain sensitive to the feelings behind what is actually said
16. Interrupt or finish other person's sentences	1	2	3	4	5	Wait for other person to finish, even if I have something to add
17. Engage in talk that is mostly question and answer	1	2	3	4	5	Have talks that flow like a conversation
18. Mostly use the words "I" or "me"	1	2	3	4	5	Mostly use the word "you"
19. Do most of the talking	1	2	3	4	5	Do most of the listening
20. Always thinking of what to say next	1	2	3	4	5	Listen without worrying about what I'll say next
21. Ask multiple questions	1	2	3	4	5	Keep questions simple and to the point
22. Interrupt; can't wait to interject own	1	2	3	4	5	Avoid interruptions; allow others to complete sentences and thoughts

23. Listen for facts	1	2	3	4	5	Listen for central meaning
24. Buy-in; make other's problem my problem	1	2	3	4	5	Allow other person to "own" the problem

Scoring

Add the circled numbers to determine your score.

105 - 120 = You are an exceptional listener. You are likely to be called upon by your staff members in need. You convey considerable caring, acceptance, and understanding.

90 - 104 = You're OK, but try harder to put yourself in the other person's shoes. Keep the focus on the other person and let them know you really care by being quiet and letting them talk.

75 - 89 = You've got potential . . . hang in there. Work on focusing on the other person rather than on yourself. People have a tremendous capacity for solving their own problems if someone will only help them "think out loud."

Below 75 = Your listening skills are rusty! Perhaps you're more concerned with solving problems than you are with understanding your staff's needs and feelings. Take the time to listen-it will be time well-spent.

Reprinted from Andrew V. Beale, "Assessing and Improving Your Listening Skills," National Association of Secondary School Principals (NASSP) Bulletin, March, 1990, Vol. 74, No. 524, by permission of NASSP.

Active Listening Skills

1. Show understanding and acceptance by nonverbal behavior:
    - tone of voice
    - facial expression
    - gestures
    - eye contact
    - posture
2. Put yourself in the other person's place to understand what the person is saying and how s/he feels.
3. Restate the person's most important thoughts and feelings.

    Example: "So your parents are sending you to camp for the entire summer, and you feel angry at them for doing so. Is that right?"
4. Do not interrupt, offer advice, or give suggestions. Do not bring up similar feelings and problems from your own experiences.

Practice good listening by:

- Asking relevant questions to clarify facts
- Being supportive

    Example: "You seem upset about that situation. I can understand how you feel."
- Summarizing by highlighting the main points, feelings and ideas.

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7.03 Information

Activity: Robbery Report Sheet

Directions: Explain to the participants that you will be reading a message which will be passed on from person to person. Ask the participants to notice any changes in the message as it is passed.

Ask for three volunteers to participate in the activity. Ask two of the volunteers to leave the room or go out of hearing distance. Then, distribute the activity sheet entitled "Robbery Report Sheet" to participants and instruct them to note down any differences, omissions, or additions in each repetition of the message. Ask the first volunteer to listen closely as you read the message so that they can repeat it to the next volunteer. Then read the message written at the top of the activity sheet. At this point, bring in one of the two remaining volunteers and have the first volunteer repeat the message as they remember it to the second volunteer. Then repeat the process, having the second volunteer repeat the message to the third. Finally, ask the third volunteer to repeat the message to the participants in general.

Lead the participants in a discussion of the differences they noted in each of the repetitions and use this as a springboard into a discussion of effective listening techniques.

By Tamara Norden, Center on Education and Work, School of Education, University of Wisconsin-Madison, 1991.

Robbery Report Worksheet

Message: Please listen carefully because I have to go to the hospital right away. I just called the police from the gas station on the corner. Wait here and report the robbery to them. I was walking into Johnson's Liquor Store, and this guy came running out and almost knocked me over. He was carrying a white bag, and it looked like he had a gun in his left hand. He was wearing a Levi jacket with the sleeves cut out and a green and blue plaid shirt and blue jeans with a hole in the right knee. He had skinny legs and a big stomach. He wore wire rim glasses and high top red Converse tennies. He was bald and had a brown mustache and was six and a half feet tall, probably in his mid thirties.

Directions: For each repetition of the report, note anything the person missed, added, or changed from the previous report.

First repetition:

Second repetition:

Third repetition:

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7.03 Activity

Competency 8.0

Skills to Maintain Effective Behavior

8.01 Demonstrate skills to effectively express ideas and emotions, especially during conflict

8.02 Identify barriers to effective communication

8.03 Demonstrate effective techniques to get what one believes in

Competency 8.0
Overview

The previous two competencies addressed basic communication skills--speaking and listening. These skills are put to the test when conflict arises. Everyone goes through episodes of conflict. The successful person prepares ahead for conflict, and has strategies in mind for when a difficult situation presents itself.

Conflict resolution skills are valuable in all settings--in the home, on the job, with neighbors, and at school. This competency is designed to help participants develop effective conflict resolution skills. Participants completing Competency 8.0: Skills to Maintain Effective Behavior will be able to:

8.01 Demonstrate skills to effectively express ideas and emotions, especially during conflict
8.02 Identify barriers to effective communication
8.03 Demonstrate effective techniques to get what one believes in

Indicator 8.01 provides an overview of various conflict resolution techniques. Typical sources of conflict are discussed, and practical tips are provided for handling conflict constructively. Role plays and discussion are recommended for Indicator 8.01 and Indicator 8.02, in which participants should identify personal barriers to maintaining effective communication. In Indicator 8.03, participants discuss and explore means by which they can assert their needs, wishes, and desires.

Resources

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Sources of Conflict

1. **Competition for Limited Resources**

   - money
   - responsibility
   - personnel
   - space
   - tools/equipment
   - access to superiors

2. **Clashes of Values**

   - adherence to procedures
   - inconsistently enforced rules
   - interdependency
   - preferences, personal style

3. **Poorly Defined Responsibilities**

   - overlapping responsibilities with unclear boundaries
   - unclear performance expectations

4. **Change**

   - societal
   - change in client system
   - downsizing/windfall

5. **Human Drives for Success, Recognition, Power**

   - competition at someone else's expense

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8.01 Information

Sources of Conflict

1. **Competition for Limited Resources**
2. **Clashes of Values**
3. **Poorly Defined Responsibilities**
4. **Change**
5. **Human Drives for Success, Recognition, Power**

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8.01 Overhead

Conflict Can Be Healthy

Conflict is something every family has and something most families don't want. While conflict is usually viewed as negative, conflict can help a family to grow and become stronger when family members learn how to resolve it in constructive ways.

Conflict exists in a relationship when the needs of one person interfere with the needs of another person and they disagree on the way to met their important needs. Here are some examples of conflict situations:

> You have one television set. You constantly disagree with your children about which shows to watch.
>
> You have given your children chores to do around the house and they are not doing them.
>
> You are divorced and have one child. Your ex-spouse refuses to pay child support.
>
> A co-worker smokes constantly at work and it gives you a headache.
>
> You want your children to dress up for a special occasion and they want to wear old jeans and sweatshirts.

People who say they have no conflict are simply not recognizing it. It is normal for people in close relationships to have needs that interfere with the needs of others. Anger and stress result from ignoring conflict. This is much more harmful than dealing with the conflict directly. Learning to manage conflict in healthy ways helps clear the air an brings people closer to each other.

What Do You Think?

Are the statements below true or false?

_____1. All conflict is harmful and should be avoided at all costs.

_____2. Conflict always occurs because people do not understand each other.

_____3. Conflict always occures because of a person's poor interpersonal relationship with another.

_____4. Conflict can always be resolved.

8.01 Information

All four of the statements under **What Do You Think?** are false. Here's why:

1. It is natural for people in close relationships to have conflict. Conflict points to areas that need further discussion and, when handled in healthy ways, can improve relationships. Conflict is not abnormal, unnatural, or unhealthy for families.

2. Many conflicts occur because we do understand each other. Take the following example: A fourteen-year-old girl wants to take a job at a restaurant. Her father does not want her to get a job until she is sixteen. They both understand what the problem is; they simply disagree on the solution. The problem in conflict is often not failure to communicate but failure to manage the conflict in healthy ways.

3. Conflict can occur in the best of relationships. One reason there is often conflict in families is that we know one another so well that we feel comfortable expressing our disagreement. We often do not disagree with people we do not know very well.

4. Disagreements cannot always be resolved. Sometimes we have to agree to disagree. However, we should not look at this as an excuse for not trying healthy conflict management skills to settle conflict.

Reprinted from *Life Skills for Single Parents: A Curriculum Guide.* Beverly M. Uhlenberg and Cary E. Estrom, University of North Dakota Grand Forks, Bureau of Educational Services and Applied Research, 1988.

How To Resolve Conflicts

Here are some suggestions which can help you communicate better when you are solving problems:

1. **Talk directly**: Direct conversation is much more effective than sending a letter, banging on a wall or complaining to everyone else.

2. **Choose a good time**: Plan to talk to the other person at the right time and allow yourselves enough time for a thorough discussion.

3. **Plan ahead**: Think out what you want to say ahead of time. State clearly what the problem is and how it affects you.

4. **Don't blame or namecall**: Antagonizing the other person only makes it harder for him or her to hear you.

5. **Give information**: Instead of interpreting the other person's behavior, give information about your own feelings: "When your car blocks my driveway, I get angry because I can't get to work on time."

6. **Listen**: Give the other person a chance to tell his or her side of the conflict.

7. **Show that you are listening**: Although you may not agree with someone's opinion or viewpoint, tell the other person that you hear him/her and are glad the issue is being discussed.

8. **Talk it all through**: Once you start, get all of the issues and feelings out into the open. Don't leave out the part that is "too difficult."

9. **Work on a solution**: When you have reached this point in the discussion, start working on a solution, cooperating together. Be specific!

10. **Follow through**: Agree to check with each other at specific times to make sure that the agreement is still working . . . . then really do it!

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8.01 Information

How to Resolve Conflicts

1. Talk directly
2. Choose a good time
3. Plan ahead
4. Don't blame or namecall
5. Give information
6. Listen
7. Show that you are listening
8. Talk it all through
9. Work on a solution
10. Follow through

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8.01 Overhead

Practical Tips To Remember When Resolving Conflicts

1. Conflicts usually occur when people have different **perceptions** of a problem situation.
2. Know your own **role** . . . know when to assist someone and when to say no!
3. If it is not your job to resolve the conflict then **refer** it.
4. Know your own **biases** and how you react to others.
5. If you are mediating, remain **neutral** and **objective**.
6. Allow people to "**ventilate**" or express their feelings.
7. **Listen** to people and require them to listen to each other.
8. DO NOT ASSUME ANYTHING.
9. Be **creative** and offer many options for solutions.
10. Understand your own **conflict style**; it may be different from the other person's style.
11. **Communicate**. Talk to the people who are involved in the conflict and be honest and direct with them.
12. **Remember** that if it's someone else's conflict the solution should also belong to them.

These tips will not always ensure that you will be able to resolve a conflict. They will, however, assist you by providing a setting and the opportunity to reach a satisfactory agreement.

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8.01 Information

How to Have a Good Clean Fight

1. State the problem clearly and honestly with an "I" message. Make sure everyone involved in the conflict knows what the conflict is about.
2. Give the other person a chance to express his or her feelings. Show that you understand the other person's feelings and opinions by active listening.
3. Use Problem Solving to help come up with solutions and resolve the conflict.
4. Have as your problem-solving goal that both parties win and have their needs met so there are no losers. Don't assume that someone must win and someone must lose.
5. Deal with one issue at a time. Don't bring up old problems.
6. Don't blame the other person for causing the problem.
7. Don't mention past mistakes that the other person has made.
8. Don't tell the person you are fighting with what she or he knows or feels.
9. Don't be sarcastic or call each other names.
10. Be willing to make changes yourself. Consider compromise.
11. Choose the time and the place for the conflict carefully. Don't fight when anyone who is involved in the conflict is tired or busy with other things. Fight in a place where you will not be interrupted or distracted.
12. Be open to your own feelings and the feelings of others.
13. Don't be in a hurry to resolve conflict. Be patient. Managing conflict is not easy and takes time.
14. Don't assume the conflict has been resolved until you check with the other person.
15. Think about how you feel before speaking. If you want to say something nasty, stop and think about sending an "I" message or an active listening response. Saying mean things to the other person makes the conflict worse.
16. Identify similarities you have with the other person. Often we can only see the differences. Examples: You may both be expressing love in different ways, or both believe it is important to win.

Reprinted from *Life Skills for Single Parents: A Curriculum Guide.* Beverly M. Uhlenberg and Cary E. Estrom, University of North Dakota Grand Forks, Bureau of Educational Services and Applied Research, 1988.

8.01 Information

Expressing Feelings and Ideas

Directions: Think of an uncomfortable situation in the past two months where you asked someone to do something or give you something. Examples would be asking for a raise at work, asking to borrow money from someone, asking a family member to do work around the house, telling someone about how you felt and asking them to respond, or expressing anger to someone and expecting an apology.

- Did you make eye contact when you were asking for something?
- Did you state you need clearly and directly?
- What kind of response did you get? If it was negative, did you persist?
- Was the situation resolved?
- Would you handle the situation differently depending on if you were talking to a male or a female?
- Did you feel "safe" expressing yourself? In a situation where expressing yourself clearly and directly might put you at risk (i.e. losing your job, jeopardizing a friendship), what are some other ways to handle the situation?
- What behaviors did you exhibit that you feel good about? How might you have handled the situation differently?
- List some of the ways that you would like to improve the way you express feelings and ideas.

Now divide up into small groups of three or four and discuss your situations. Talk about what worked for you and what didn't. Take turns role playing with your group members to improve ways of expressing feelings and confronting people when it is appropriate.

Based on materials from *Ohoyo Training Manual--Leadership: Self-Help and Assertion Training with American Indian-Alaska Native Women*. Sedelta Verble & M. Francis Walton. OHOYO Resource Center, Wichita Falls, TX; 1983.

8.01 Information

Techniques for Assertive Communication During Conflict

1. **Broken Record**

   A skill that by calm repetition--saying what you want over and over again--teaches persistence without your having to rehearse arguments or angry feelings beforehand, in order to be "up" while dealing with others. Allows you to feel comfortable in ignoring manipulative verbal side traps, argumentative baiting, irrelevant logic, while sticking to your point.

2. **Fogging**

   A skill that teaches acceptance of manipulative criticism by calmly acknowledging to your critic the possibility that there may be some truth in what he/she says, yet allows you to remain your own judge of what you do.

   Allows you to receive criticism comfortably without becoming anxious or defensive while giving no regard to those using manipulative criticism.

   Examples:

   A. Agree with truth:

   "You're wearing that shirt today."

   "That's right; I am wearing that shirt."
   (rather than, "What's wrong with this shirt?"

   B. Agree with possibility--however slight:

   "You're not very organized."

   "Maybe I'm not very organized."
   (rather than, "Waddaya mean, not organized--you should talk!")

   C. Agree with logic:

   "If we bought a car now, instead of keeping the old clunker, we'd be a lot safer out on the road and we wouldn't have these high repair bills."

   "You're right. A new car would have those advantages."
   (rather than, "There you go, another way to spend my money. Why do you keep . . . " etc.)

D. Allow for improvement-nobody's perfect:

"Your dresses don't fit you."

"I'm sure they could fit better."

E. Empathy:

"You're being very unfair."

"I can see how you feel that I'm unfair."

3. **Negative Assertion**

A skill that teaches acceptance of your errors and faults (without having to apologize) by strongly and sympathetically agreeing with hostile or constructive criticism of your negative qualities.

Allows you to look more comfortably at negatives in your own behavior or personality without feeling defensive and anxious, or resorting to denial of real errors, while at the same time reducing your critic's anger or hostility.

Note the nonverbal components of Negative Assertion. The tone of voice is neither apologetic nor hostile. You are *asserting* your error, not simply admitting it. Negative assertion is similar to fogging, but differs in that:

A. You actually made the error or possess the fault (rather than a *possibility* that it happened).

B. You agree with your critic's value system that your act was a negative thing (dumb, forgetful, poor judgment, etc.).

4. **Negative Inquiry**

A skill that teaches the active prompting of criticism in order to use the information (if helpful) or exhaust it (if manipulative) while prompting your critic to be more assertive and less dependent on manipulative ploys.

Allows you more comfortably to seek out criticism about yourself in close relationships while prompting the other person to express honest negative feelings and improve communication.

Notes:

A. Turn the spotlight on yourself, not on your critic. "What is it about me that's wrong?" If you focus on your critic, you will most likely get a defensive reaction that will not facilitate communication.

B. Actively invite the criticism, both verbally and nonverbally. You will elicit feelings from your critic more effectively if you convey the message, "I'm very eager to hear this valuable information. I want to know more."

C. Specify the criticism. Listen closely to the words and help the critic focus on exactly what is wrong.

"You say I'm dressed sloppy? What is it about the way I'm dressed that's sloppy?
"Well, your shoes, for one thing."
"What is it about my shoes that's sloppy?"
"Well, just look at them. You haven't shined them in a month."
"Then it's my *shoes not being shined* that makes me look sloppy?"
"Yes--that's one thing."

D. Exhaust the criticism.

"Is there anything else about my shoes that is wrong?" Or,
"Is there anything else besides my shoes that makes me look sloppy?"

Or,

"There must be more things about me that are wrong than just my clothing." Or,
"Are you *sure* there's nothing else that's wrong with me?"

E. Analyze the criticism.

"What is it about __________ that's wrong?"

F. Listen for the "I" statement. Remember that criticism comes from other people's value systems, that they are often unaware that their subjective value systems are operating, and that behind every piece of criticism is a statement, "I don't like it." Negative inquiry is especially helpful in breaking through feelings. Only then can you make agreements, compromises, or conclusions that have a solid basis.

G. Specify what the critic wants. You might make unwarranted assumptions if you don't do this.

"It sounds like you want me to clear things with you before I submit an 'Improvement needed' evaluation."

"Yes . . . Well, no. Go ahead and make the decision. Just be sure to let me know as soon as possible. It's when I don't know that you've done it that I have problems."

5. Free Information

Free Information is *any* information-besides a 'yes' or 'no' answer-that a person gives you about him/herself. It may or may not have anything to do with the question you asked. Listen to the words and comment on them.

If you ask questions that begin with What, When, Where, or How, the reply will usually furnish you with more Free Information than questions that can be answered 'yes' or 'no'; e.g., "What are some things you like most about your work?" will give you more Free Information than "Do you like your work?"

6. Self-Disclosure

A skill that teaches the acceptance and initiation of discussion of both the positive and negative aspects of your personality, behavior, lifestyle, and intelligence to enhance the social communication and reduce manipulation. It allows you comfortably to disclose aspects of yourself and your life that previously caused feelings of ignorance, anxiety, or guilt.

Self-disclosures are "I" statements. They describe the feelings going on inside us at the moment. We take full responsibility for these feelings and do not blame others for them. Thus, "You are making me very angry" is *not* a self-disclosure, but "I am getting angry at you" is.

Sample Self-disclosures:

I enjoy being with you.
I'm confused.
I don't know.
I really like what you said.
I'm annoyed.
I'm not comfortable.

Our relationship is very important to me.
I would like to understand it better.
I don't know the answer to that.
I'm feeling pressed right now.
I'd like to think a minute before answering you.

Reprinted from *Reentry Women Project Curriculum,* 1989, by permission of Moraine Park Technical College, Fond du Lac Campus, Fond du Lac, Wisconsin.

Eight Critical Mistakes to Avoid in Negotiating With Others

1. Inadequate preparation--know what you want and need
2. Ignoring the give/get principle
3. Use of intimidating behavior--persuasiveness, not abrasiveness
4. Impatience
5. Loss of temper
6. Talking too much, listening too little
7. Arguing instead of influencing
8. Ignoring conflict rather than accepting and resolving it

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8.02 Information

Confronting the Problem

In order to resolve a conflict, it needs to be discussed. If it is never discussed, it will never be resolved. Problems rarely go away. Some suggestions follow:

1. **Set aside time each day to talk about anything.** This keeps the channels of communication open. Heavy work schedules and family commitments may encourage you to "catch up" on the weekend. However, this is rarely as satisfactory as a daily "check in."

2. **Set aside time to talk specifically about the problem.** Try to make this a time when you can "tune into" the other person. If you are exhausted, the phone is ringing, the children are "bugging you," it is not the time to begin the discussion. You won't feel like listening effectively or expressing your own feelings.

3. **Be willing to adjust the time.** Don't give up if the originally scheduled time didn't work out, re-schedule. It may take more than one "rendezvous" to work through the problem. When you feel that you've had enough, stop and plan to take up where you've left off next time.

I will confront this issue within the upcoming week:

It will involve these people:

The scheduled time is:

or could be re-scheduled for:

Reprinted from *Balancing Work and Family,* 1985, by permission of Mary Dooley Burns.

8.03 Information

Competency 9.0

Skills to Manage Stress

9.01 Define stress and stressors
9.02 Identify causes of stress
9.03 Identify personal responses to stress
9.04 Identify positive ways to manage stress

Competency 9.0
Overview

Everyone has some amount of stress in their lives. Teen parents are undergoing major life changes and are in great need of effective stress management skills.

Some stress can be eliminated. For the most part, though, we simply need to learn how to handle stress. Preventative health care, relaxation, and being gentle with ourselves are ways to lessen the effects of stress.

This competency is designed to help participants develop skills to manage stress in their lives. Participants completing Competency 9.0: Skills to Manage Stress will be able to:

9.01 Define stress and stressors
9.02 Identify causes of stress
9.03 Identify personal responses to stress
9.04 Identify positive ways to manage stress

In Indicator 9.01, instructors should guide participants in a discussion to define stress and stressors (situations, events, problems or difficulties that cause feelings of stress in a person). In Indicator 9.02, participants will identify causes of stress in their lives. In Indicator 9.03, general and personal responses to stress are discussed. A checklist provides an opportunity for participants to consider their own responses to stress. Indicator 9.04 helps participants choose constructive ways to deal with stress. Exercises are suggested, and examples are provided of effective self-talk for dealing with tension. Finally, participants are asked to write out their own plans for dealing with stress in the future.

Resources

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What is Stress?

Place a check to mark each statement true or false.

True **False**

1. _____ _____ Stress is part of everyday life.
2. _____ _____ If you manage your life right you will have no stress.
3. _____ _____ Stress can be good.
4. _____ _____ Stress can be bad.
5. _____ _____ Experts say that as many as 90% of all illnesses are a result of stress.
6. _____ _____ We encounter 1,000 times more events per year than our great grandparents did.
7. _____ _____ As many as 80% of the people say they feel stressed.
8. _____ _____ There is little a person can do to relieve stress symptoms.
9. _____ _____ Happy events can cause stress.
10. _____ _____ Having too much to do can cause stress.
11. _____ _____ Having too little to do can cause stress.
12. _____ _____ Stressors are the many things that happen daily, that cause your body and/or mind to adapt.
13. _____ _____ Stress is the reaction of the body and/or mind to change.

Reprinted from *Life Skills for Single Parents: A Curriculum Guide*.
Beverly M. Uhlenberg and Cary E. Estrom, University of North Dakota
Grand Forks, 1988.

9.01 Activity

What is Stress? Answer Sheet

True False

1. __√_ _____ **Stress is part of everyday life.** Stress is the reaction of your body and/or mind to change and every living thing experiences change. No one can live a fulfilled life without experiencing challenges and stimulation including stress.

2. _____ __√_ **If you manage your life right you will have no stress.** You cannot keep stress out of your life but you can learn to manage stress.

3. __√_ _____ **Stress can be good.** Stress gives you energy to tackle a job and do it well. The stress you experience before a job interview or an exam pumps you up and helps you do your best.

4. __√_ _____ **Stress can be bad.** Stress is bad for you when it results in unpleasant symptoms that interfere with the enjoyment of your daily life and wear you out.

5. __√_ _____ **Experts say that as many as 90% of all illnesses are a result of stress.** Our rapidly changing society, changes in the family structure, inflation, changing roles of men and women and hundreds of daily decisions cause people to suffer diseases such as peptic ulcers, chronic headaches, heart disease, anxiety and high blood pressure.

6. __√_ _____ **We encounter 1,000 times more events per year than our great grandparents did.** Modern technology has radically changed our everyday lives and society offers few buffer zones against all of this uncertainty and mental overload. People tend to put up a good front and do not acknowledge their stress.

7. __√_ _____ **As many as 80% of the people say they feel stressed.**

8. _____ __√_ **There is little a person can do to relieve stress symptoms.** How you feel about an event can create stress. By learning to control your negative reactions to stressful events, you can move on to solving your problems more effectively. You are not a victim of stress; you can control it.

9. __√_ _____ **Happy events can cause stress**. Any type of event, good or bad, can cause stress because it requires our bodies to adapt to change.

10. __√_ _____ **Having too much to do can cause stress.** This is known as stress overload.

11. __√_ _____ **Having too little to do can cause stress.** This is known as stress underload. Common symptoms include depression, boredom and digestive disturbances. Overwork, overeating, alcohol, drugs and smoking are common escape routes but are often more harmful than the stress symptom.

12. __√_ _____ **Stressors are the many things that happen daily, that cause your body and/or mind to adapt.** Examples: lost checkbook, flat tire, whining children, waiting in line, bad weather, job promotion, first day of school, messy house, going on vacation.

13. __√_ _____ **Stress is the reaction of the body and/or mind to change.**

Reprinted from Life Skills for Single Parents: A Curriculum Guide. Beverly M. Uhlenberg and Cary E. Estrom, University of North Dakota Grand Forks, 1988.

Warning Signs of Stress

Check the stress symptoms listed below which you **frequently** experience.

Emotional signs:

_____ feelings of sadness
_____ the "blahs"
_____ feelings of worthlessness
_____ feeling upset
_____ feelings of restlessness
_____ insecurity
_____ irritability
_____ difficulty concentrating
_____ working too hard
_____ denying your problems
_____ ignoring your symptoms
_____ feeling suspicious
_____ other ________________
_____ other ________________
_____ other ________________

Behavioral signs:

_____ keeping to yourself
_____ avoiding work
_____ neglecting responsibility
_____ drinking too much alcohol
_____ gambling
_____ spending sprees
_____ sexual promiscuity
_____ sleeping excessively
_____ being late to work
_____ poor appearance
_____ poor health habits
_____ overeating
_____ being accident prone
_____ credit trouble
_____ shoplifting
_____ traffic tickets
_____ violent actions
_____ other ________________
_____ other ________________
_____ other ________________

Physical signs:

_____ physical exhaustion
_____ overuse of medicine
_____ headache
_____ sleeplessness
_____ appetite change
_____ weight gain or loss
_____ indigestion
_____ nausea
_____ nervous diarrhea
_____ constipation
_____ sexual problems
_____ worrying too much about illness
_____ denying illness
_____ frequent illnesses
_____ hands shake
_____ face breaks out
_____ feeling faint
_____ heart pounds
_____ muscles tighten
_____ other ________________
_____ other ________________
_____ other ________________

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Beverly M. Uhlenberg and Cary E. Estrom, University of North Dakota
Grand Forks, 1988.

9.01 Activity

How Vulnerable Are You To Stress?

In a modern society, most of us can't avoid stress. But we can learn to behave in ways that lessen its effects. Researchers have identified a number of factors that affect one's vulnerability to stress--among them eating and sleeping habits, caffeine and alcohol intake, and manner of expressing emotions. The following questionnaire, developed by psychologists Lyle H. Miller and Alma Dell Smith of Boston Medical Center, is designed to help you discover your vulnerability quotient and to pinpoint trouble spots. Rate each item from 1 (almost always) to 5 (never), according to how much of the time the statement is true for you. Be sure to mark each item, even if it seems not to apply to you--for example, if you don't smoke, check off "1" next to item 6.

Almost Always ... Never

1 2 3 4 5 1. I eat at least one hot, balanced meal a day.

1 2 3 4 5 2. I get seven to eight hours of sleep at least four nights a week.

1 2 3 4 5 3. I give and receive affection regularly.

1 2 3 4 5 4. I have at least one relative within 50 miles on whom I can rely.

1 2 3 4 5 5. I exercise to the point of perspiration at least twice a week.

1 2 3 4 5 6. I limit myself to less than half a pack of cigarettes a day.

1 2 3 4 5 7. I take fewer than five alcoholic drinks a week.

1 2 3 4 5 8. I am the appropriate weight for my height.

1 2 3 4 5 9. I have an income adequate to meet basic expenses.

1 2 3 4 5 10. I get strength from my religious or spiritual beliefs.

1 2 3 4 5 11. I regularly attend club or social activities.

1 2 3 4 5 12. I have a network of friends and acquaintances.

1 2 3 4 5 13. I have one or more friends to confide in about personal matters.

1 2 3 4 5 14. I am in good health (including eyesight, hearing, teeth).

1 2 3 4 5 15. I am able to speak openly about my feelings when angry or worried.

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1 2 3 4 5 16. I have regular conversations with the people I live with about domestic problems--for example, chores and money.

1 2 3 4 5 17. I do something fun at least once a week.

1 2 3 4 5 18. I am able to organize my time effectively.

1 2 3 4 5 19. I drink fewer than three cups of coffee (or other caffeine-rich drinks) a day.

1 2 3 4 5 20. I take some quiet time for myself during the day.

To get your score, add up the figures and subtract 20. A score below 10 indicates excellent resistance to stress. A score over 30 indicates some vulnerability to stress. You are seriously vulnerable if your score is over 50.

You can make yourself less vulnerable by reviewing the items on which you scored 3 or higher and trying to modify them. Notice that nearly all of the items describe situations and behaviors over which you have a great deal of control. Concentrate first on those that are easiest to change--for example, eating a hot, balanced meal daily and having fun at least once a week--before tackling those that seem more difficult.

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Assessing Stressful Situations

Often we get stressed out about things we cannot change or about things that are really not very important. One way to reduce stress is to ask yourself these three questions when you are feeling stress:

- ***Does a threat exist?***
- ***Is it worth a fight?***
- ***If I fight will it make a difference?***

If the answer to these questions is "no," then the situation is definitely not worth your stress and you may want to work on reducing stress rather than wasting energy and thought on the situation which caused the stress in the first place.

Below are examples of situations which may cause stress. Read each situation and ask yourself: *Does a threat exist? Is it worth a fight? If I fight will it make a difference?* Check yes or no to indicate whether the situation is worth your stress.

1. I find that I don't have enough money to pay the bills. Yes_____ No_____
2. My boss hints that things are slow and some employees may be let go. Yes_____ No_____
3. My child spills milk when we have guests over for supper. Yes_____ No_____
4. My children are chasing each other around the house and jumping on the furniture while I am talking on the phone. Yes_____ No_____
5. I get unexpected company and my house is a disaster area. Yes_____ No_____
6. The baby spits up on my new sweater. Yes_____ No_____
7. I remember that I forgot to put the garbage out and it's garbage day. Yes_____ No_____
8. My child comes down with the flu on the night before my final exam. Yes_____ No_____
9. I get a "D" on my first English exam. Yes_____ No______
10. My child is getting picked on by a bully at day care. Yes_____ No_____

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Beverly M. Uhlenberg and Cary E. Estrom, University of North Dakota
Grand Forks, 1988.

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Stress: An Increasing Danger Worth Your Attention

While some people are practicing higher standards of good nutrition than they did in the past and giving sensible exercise its due, the intangible but very real danger of day-to-day stress may be an unhealthy factor that they have not even begun to consider.

A certain amount of stress or pressure is inevitable, providing an element of challenge in life that gives us the personal satisfaction of "rising to the occasion"--be it on a large or small scale. Still, when the pressure is prolonged, the mind and body tire, and both physical and mental illness can result. Here are some questions to consider in determining the effect of stress on your life:

· **Am I ignoring signs of tension?** Feeling vaguely irritable although things are going well at the moment, giving curt answers when we used to choose our words more carefully, or overreacting to a slight disturbance may all indicate ongoing pressure.

·**Am I overly concerned about doing things perfectly?** While perfection is an ideal we aim for, after the fact, we ought to accept failures and marginal results and learn from them for the future.

·**Do I have and use emotional safety valves?** This may seem obvious, but many of us feel that it is a weakness to even acknowledge such a need, or that we will take a break (which can be anything from jogging to having a "heavy" conversation with a friend). You may be able to face an ongoing problem or complete a difficult task with renewed interest and energy after taking such measures.

· **Am I overly aggressive or overly timid in my dealings and conversations with others?** In this intangible area of life as well as in more tangible ones, extremes can be destructive. Establishing a balance in our interactions with others is an important element in the overall harmony of our lives.

· **Is my general attitude negative and pessimistic?** Some people actually feel uncomfortable if they find themselves in a state of calmness. They seem to take seriously the tongue-in-cheek saying: "Life is hard, and then you die!" As an aid to reducing stress at home and on the job, have you mastered the art of--

· Learning to delegate? (A junior-high student *can* be taught to run a washer and dryer.)

·Doing things on impulse occasionally? (Do you *always* go "straight home" from work, even if a new bookstore looks inviting?)

· Taking some time to help others? (This provides a psychological boost and puts our own problems in perspective.)

· **Observation:** Taking care of ourselves physically will, of course, help to diminish the effects of stress. We should also learn to establish priorities for each day, organize our materials for what needs to be done in some systematic way to save time and energy later on, and be willing to acknowledge our limitations. In addition, those old standbys, seeking a change of scenery or developing a hobby, are as helpful as they ever were in reducing tension.

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National Institute of Business Management, 1328 Broadway,
New York, NY 10001, 1-800-543-2052.

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Three Responses to Stress

In general, people respond to stressful situations in three different ways.

A. Acting Out:

Acting out means taking your feelings out on the people around you. Men who beat their wives or lovers are "acting out." Parents who beat their kids or call them degrading names are acting out. Teenagers who vandalize buildings and harass people on the street are "acting out." People who cope with stress by acting out do not always act out against the person or situation perceived to be the source of the stress. For example, a husband may get in a hassle with his foreman at work and ends up feeling very threatened and angry. He's so frustrated by the time he gets home that he takes it out on his wife, even though her biggest crime was to say hello to her husband when he walked in the door. Can you give other examples of acting out?

B. Withdrawal:

Withdrawal means escaping from the stressful situation. This can be done with pills, alcohol, or other drugs. It can be done by running away. It can be done by withdrawing into our own little shells and trying to make the rest of the world go away. Do you have examples of withdrawal in the face of stress? (Taking a breather or a "time-out" is not the same as withdrawal.)

C. Taking Charge:

Taking charge means dealing with the situation. It means asking the question, "What can I do about this situation?" and then doing it. It means viewing the situation as a challenge and meeting it up front. Again these are three general reactions to stress. All of us have used each one at different times. Some lash out at someone because of our own hurt and pain. Some try to escape from a stressful situation by getting drunk or running away. And, of course, there have been countless times when we have taken charge and used our stress-related energy to do what had to be done and succeeded beautifully. Think of a time when you took charge and handled a stressful situation like a pro.

Take another look at the three stressful situations that you listed. Consider each one and decide how you have been responding to it. Have you been acting out, withdrawing, or taking charge? Or, have you been doing a little of each? See if you can find a pattern in the way in which you respond to stressful situations. Spend a short time discussing each person's list, helping each to determine her customary stress response, if she has one.

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Identifying Coping Patterns

Your responses to the situations described below will show you how your coping skills developed. Don't deliberate. Jot down the first thing that comes to mind.

Situation: When you really mess something up:

Today I would typically ______________________________

____

As a child I would have ______________________________

____

Situation: When someone tells you "no":

Today I would typically ______________________________

____

As a child I would have ______________________________

____

Situation: When you're feeling "empty":

Today I would typically ______________________________

____

As a child I would have ______________________________

____

Look over your answers. What are your two or three favorite coping patterns or techniques? ______________________________

____

In what ways are you still using your childhood coping style? ______________

____

Think about your typical coping strategies. Which of your coping skills give you good value for the cost? ______________________________

____

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Which ones may be costing you too much?

What coping ruts are you stuck in? Which skills do you tend to overuse?

Which of your coping skills are probably outdated?

What one skill have you tried in the past but given up because it felt so awkward?

What do you think would have happened it you'd stuck with it?

List two skills you've been successful in learning:

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Stress Skills: Identifying Coping Patterns

"Skills for managing stress?" you may say. "I'm not sure I have any. I just do what comes naturally."

That's the point. "What comes naturally" is your typical coping style--your stress skills. You use coping skills all the time. A coping skill is nothing more than a way of adapting to stress. It doesn't necessarily solve the problem; it simply helps you handle it. It doesn't eliminate the stressor--it helps you manage the stress.

What do you do when someone asks you for "just one more favor?" Throw up your hands in dismay? Say "No!" Scream and shout? Pout? Bargain by saying "I'll do this for you if you'll do that for me." Say, "Sure." No matter which response you choose, you're using a stress skill. Screaming, bargaining, throwing up your arms or just throwing up-all are ways of coping, ways of managing stress.

What are some of your customary coping skills? List several ways you typically cope when you feel stressed. (Example: crying, eating, hot baths.)

Although these behaviors come "naturally" to you now, they were once as unfamiliar as skydiving to some or knitting to others. You had to learn them and practice them before you honed them into the skills you now take for granted.

Where did you first learn them? The process of skill-building really began with your first breath! You learned by observation. By trial and error. By trial and success. Whether they stem from childhood, adolescence, or yesterday's desperation, there's nothing wrong with relying on coping skills that *work*. The trouble is, sometimes they *stop working!* Skills get outdated. You get in a rut. Short term measures may be ineffective when stretched over the long haul. Or the price gets too high to pay!

Every coping mechanism has a price and a payoff. Drinking alcohol to unwind is a coping skill. It works. It also costs something: a headache the morning after, loss of productive time and creativity, the irritation and embarrassment your behavior causes others, possible liver damage. Keeping your mouth shut when you're angry, drinking coffee to stay awake, staying home from work when you have a cold-these and hundreds of other behaviors can be effective stress skills. But each has its price.

Some coping skills are better than others. Some are stop-gap measures. Crying, shouting, or taking a bath may get

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you through a few hours of stress, but they can't be relied upon forever. Others, such as regular exercise or talking with friends yield high profits at low cost.

Once a coping mechanism works for you, you're likely to use it over and over again. It seems easier than trying new ones, less risky. That's why most people end up in ruts. In fact, it can be dangerous to limit your coping repertoire to a few familiar skills that must suffice in almost all situations. For example, if cat-napping is one of your customary coping strategies, it may work well in church, but not if you're the minister. Dozing after work is great, but not if you're in the midst of a family conflict.

Coping skills can also stop working because they are outdated. Some skills which are perfect for one stage of life won't work at all in another. Acting childish may have gotten you what you wanted when you were very young. It may have worked to some extent for you in adolescence. But acting childish may be damaging to you and to your children when you've become a parent.

The longer you cling to worn-out coping methods, the greater your stress becomes, and the harder it is to change!

Whether you cry to cope, eat potato chips, take warm baths, or talk to a friend, if the strategy you're using is working well for you, then keep it up. There are no right or wrong ways of managing stress. If your old skills are starting to let you down, or if some of them are starting to cost too much, or if you just want to broaden your range of possibilities, you can learn more skills to manage your stress.

Exercises for Coping:

Take one step at a time. Changing your habitual ways of coping with stress is the first step. You can't learn new skills until you're willing to break old habits, and breaking old habits is difficult. Old habits are like a cozy bed--easy to get into and hard to get out of.

Whittle the task down to a size you can change. Don't overwhelm yourself by resolving to break all your old habits overnight. Focus instead on developing one new habit. If you agree to practice just one new behavior, you'll begin to change.

Concentrate on creativity. To revitalize yourself, seek vital solutions. If you've always done it one way, that's the best reason to try it another way. It could give you a whole new perspective on your problem and its management.

Practice. And, be patient with yourself. New skills don't develop overnight. They feel awkward at first. If you've ever learned to ski you can remember how strange you felt at first. Learning to ski takes courage and persistence. You have to hang in there until the movements become familiar and effortless.

Stress skills, like the skill of skiing, take the same kind of courage and persistence. The new coping skill may not make you feel like you're coping at all. It's normal. Whatever you try that's new for you will take a bit of practice before you feel that it fits you comfortably. It is also exciting and fun to try something new. It's stimulating to experiment, to test yourself, to experience a different kind of success. Before you become proficient at the skill, you'll probably get enough energy back to have made your attempt worthwhile.

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Exercises To Help You Cope With Stress

- Establish some realistic goals and work towards achieving them. (Include goals that lead to enjoyment and fulfillment such as that special vacation you hope to take someday.)
- Find a tension outlet that works for you, and use it when you need to. Consider crossword puzzles, card games, running, dancing, aerobics, or playing a musical instrument. But stay away from those outlets that work only at the moment, that only add up to bad news, like eating, drinking, and drugs.
- Be careful not to schedule all of your leisure hours.
- Get proper rest. Try to stick to a regular sleep pattern.
- Learn to relax. Take time for yourself and be by yourself doing something pleasurable.
- Eat a nutritionally balanced diet. Cut down on caffeine, sugar, and white flour.
- If you're popping aspirin, antacids, or tranquilizers, cut down on the number you take, stop taking them, or get some professional counseling.
- Get regular exercise--aerobic is best. (Check with your doctor for types and amount.)
- Get in some big-muscle action; saw wood, dig up the garden, chop down trees, scrub the floor.
- Cut down on the noise levels which surround you. Turn down (or off) the television, radio, stereo, etc.
- Avoid going home and sitting in front of the TV or lying on the couch night after night.
- Take a walk--up the hall, up the street, or in the country.
- Take deep breaths before entering a stressful situation (or when you find yourself in the midst of one unexpectedly).
- Stop worrying. Remind yourself that worrying doesn't help a situation--only action helps.
- Each week for a month, list the things that you dislike about your life. At the end of the month, compare lists to find out what's really making you unhappy. Concentrate on changing/accepting those things.

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- Think positively! Change those stressful things which you can, and accept those which you cannot.
- Keep a diary faithfully, focusing on the positive aspects of your life and on your positive plans for the near future.
- Look for things to praise in yourself and others.
- Let bygones be bygones. Learn to forget past injustices. Learn to understand and forgive others.
- Get a new hairstyle, shave your mustache, grow a beard, or experiment with some new makeup.
- Schedule time to be with people you care about.
- Don't get caught up in the complaints of others.
- Try to keep other people's problems separate from your own.
- Avoid competitive leisure activities unless you can *easily* accept loss.

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Ways to Deal With Tension

Here are eleven suggestions from the National Association for Mental Health on how to deal with tension:

1. **Talk it out**. When something worries you, don't bottle it up. Confide your worry to some level-headed person you can trust--your partner, father or mother, a good friend, a member of the clergy, your family doctor, a teacher, school counselor or dean. Talking things out helps to relieve strain, helps to see worry in a clearer light, and often helps determine what to do about it.

2. **Escape for a while**. Sometimes, when things go wrong, it helps to escape from the painful problem for a while to lose yourself in a movie or a book or a game, or a brief trip for a change of scene. Making yourself stand there and suffer is a form of self-punishment, not a way to solve a problem. But be prepared to come back and deal with your difficulty when you are more composed.

3. **Work off your anger**. If you feel like lashing out at someone who has provoked you, try holding off that impulse for a while. Meanwhile, do something constructive with the pent-up energy. Pitch into some physical activity like gardening, cleaning out the garage, carpentry or some other do-it-yourself project. Or work it out in tennis or a long walk.

4. **Give in occasionally**. If you find yourself getting into frequent quarrels with people, and feeling obstinate and defiant, remember that that's the way frustrated children behave. Stand your ground on what you know is right, but do so calmly and make allowance for the fact you could turn out to be wrong. And even if you are dead right, it's easier on your system to give in once in a while. If you yield you'll usually find that others will, too.

5. **Do something for others**. If you feel yourself worrying about yourself all the time, try doing something for somebody else. You'll find this will take the steam out of your worries and even give you a feeling of accomplishment.

6. **Take one thing at a time**. For people under tension, an ordinary work load sometimes seems unbearable. When that happens, remember that it's a temporary condition and you can work your way out of it. The surest way to do this is to take a few of the most urgent tasks and pitch into them, one at a time, setting aside all the rest for the time being. Once you dispose of these you'll see that the remainder are not such a horrible mess after all.

7. **Shun the Superwoman/Superman urge**. Some people expect too much from themselves, and get into a constant state of worry and anxiety because they think they are not achieving as much as they should. No one can be perfect in everything. Decide which things you do well, then put your major effort into these. They are apt to be the things you like to do and, hence, those that give you the most satisfaction.

8. **Go easy with criticism**. Some people expect too much from others, and then feel frustrated, let down, disappointed, even trapped when another person does not measure up. The other person may be a husband or a child whom we are trying to fit into a preconceived pattern, perhaps even trying to make over to suit ourselves. Remember, each person has his/her own virtues, shortcomings, values, right to develop as an individual. Instead of being critical about the other person's behavior, search out the good points and help the person to develop them.

9. **Give the other person a break**. When people are under emotional tension, they often feel that they have to get there first, to edge out the other person, no matter if the goal is as trivial as getting ahead on the highway. If enough of us feel that way, and many of us do, then everything becomes a race in which somebody is bound to get injured physically, as on the highway, or emotionally and mentally. It need not be this way. When you give the other person a break, you very often make things easier for yourself. If they no longer feel you are a threat to them, they stop being a threat to you.

10. **Make yourself available**. Many of us have the feeling that we are being left out, slighted, neglected, rejected. Often, we just imagine that other people feel this way about us, when in reality they are eager for us to make the first move. It may be we are depreciating ourselves. Instead of shrinking away and withdrawing, it is much healthier, as well as more practical to make yourself available, to make some of the overtures instead of waiting to be asked.

11. **Schedule your recreation**. Many people drive themselves so hard that they allow themselves too little time for recreation, an essential for good physical and mental health. They find it hard to make themselves take time out. For such people a set routine and schedule will help, a program of definite hours when they will engage in some recreation. And, in general, it is desirable for almost everyone to have a hobby--an activity that can involve a person, provide a certain amount or pleasure and help him/her forget about work.

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Ways to Deal With Tension

1. Talk it out
2. Escape for a while
3. Work off your anger
4. Give in occasionally
5. Do something for others
6. Take one thing at a time
7. Shun the Superwoman/Superman urge
8. Go easy with criticism
9. Give the other person a break
10. Make yourself available
11. Schedule your recreation

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9.04 Overhead

Learn to Relax

Relaxation is a skill that can be learned. It takes a conscious effort to tell yourself that you need to stop and relax when you feel overwhelmed. Giver yourself permission to relax and take some time out when you're feeling that you are overstressed.

Find a Quiet Place to Get Away

Find a quiet place to get away and spend some time alone. Sit peacefully and put all the stressful thoughts out of you mind. A quiet room or place where you can feel alone and peaceful is best.

Sometimes it helps to get away to a movie or to see some friends. Do what you need to get your mind off the things that are bothering you. Find out what works for you and use it.

Meditation

Meditation or peaceful thinking can help you relax and get control of frustrations in your life.

There are different ways to meditate, but the basic practice is the same. To meditate sit quietly and concentrate on one thought. For example, focus your thinking on the words "Peace of Mind." Repeat the words to yourself. Think of only words that are likely to make you feel more relaxed and peaceful. Another method of meditation is to think of something pleasant. Imagine a beautiful scene that is calming to you. Keep the image of it in your mind and breathe deeply and slowly and feel the tension leave your body. If you get distracted, gently move back into pleasant thought. Don't worry about how well you are doing it.

Do this for 10 minutes twice a day to help you control your stress. Choose thoughts that will bring you to a feeling of peace and harmony.

You can get more information about meditation from bookstores or from a meditation group in your community.

Exercise

Exercise is a wonderful way to reduce stress. It helps to physically work out the tension and frustrations of the day. At the same time, it strengthens your heart and improves body circulation and physical conditioning.

Exercise at least three times a week for 20 minutes. This

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will also improve your muscle tone and help you maintain a good weight. There are many aerobic classes that offer a regular routine of aerobic and muscle toning. Your physical education classes may be one possibility. Jogging is another form of exercise that is wonderful aerobically and for reducing stress.

Care must be taken when beginning any exercise program to prevent injury. Good running shoes help to avoid problems with knees. Check with your physician if you aren't sure what program would be best for you.

Eat a Balanced Diet

Diet has been linked to stress. What you eat affects how you feel and respond to the demands of life. A balanced diet is an important help in reducing stress and giving you more energy to get through the day.

Stimulants such as caffeine and sugar can react with your body chemistry to increase your stress. There is also some evidence that caffeine and sugar may be linked to depression.

If you are feeling really down, you may want to take a look at what you've been eating. If you haven't been eating a balanced diet, you may want to shift to foods that make you feel good. Eat lots of fresh fruit, vegetables, and carbohydrates (pasta, potatoes, or rice). Avoid taking into your body any chemicals that might change your natural system. Fast foods often contain many additives that can make you feel more stressed.

Learning to manage your stress will make you a stronger and happier person. It will also help you cope with the changes in your life so they don't seem quite so difficult.

Reprinted from *Career Survival Kit for Teen Education and Employment. Life Skills Workbook: A Guide to Personal Growth.* Frances Lindner, Vocational Studies Center, University of Wisconsin-Madison, 1987.

Talking Calmly Word-by-Word to Cope With Anxiety

1. Preparing for Anxiety in Stressful Situations

Effective Self-Talk
What is it I have to do?
I choose to do it.
If I do the thing I fear, the fear is sure to die.
I know ways to deal with this.
I am well organized and efficient.
I have succeeded in situations like this one before. I am confident.
Time for a few deep breaths and relaxation. I am comfortable, relaxed, and at ease.

Less Effective Self-Talk
There's so much to do.
I have to do it!
This is always frightening, but I'll do it.
I think I can handle it.
I can't forget what I need to say.
I won't worry anymore.
Usually the deep breathing lessens the anxiety.

2. Coping When Anxiety Starts to Build

Effective Self-Talk
My muscles are partially relaxed. Time to relax even more.
I *can* meet this challenge. Coping is my middle name.
One step at a time. I can handle the situation.
I'll just think about what I have to do.
I'm in control. Relax and take a deep breath.

Less Effective Self-Talk
My muscles are getting tense. I have to relax.
This is frightening, but I think I'll be all right.
I can't handle it unless I take one step at a time.
Don't get distracted. Just do what you have to.
Don't get nervous. You are in control.

3. Coping When Anxiety Starts to Overwhelm

Effective Self-Talk
Right now I feel nervous. But that's not like me. I'm also calm and confident.
If I do the thing I fear, the fear is sure to die.
I'll just pause. I *can* handle it.
I'll label my relaxation level from 0 to 10, so I keep it in a good range.
It's okay for me to feel some fear. It motivates me to do my best.
I'll pay attention to the present.
I won't try to eliminate fear totally. I'll just keep it manageable.

Less Effective Self-Talk
Don't get nervous. You'll blow it.
I can't get afraid. I have to be cool.
Don't slow down. You've just got to beat this.
I'll label my fear from 0 to 10, so I can watch it rise.
I shouldn't be afraid.
I shouldn't let my anxiety show.
I've got to stop being afraid.

4. Coping When It's All Over and the Anxiety Has Passed

Effective Self-Talk
I didn't get everything I wanted. That's okay. I tried, and that's what really counts.
I have succeeded in some ways, and I'll have these successes to draw on next time.
I did the right things for myself. The other person may be a little angry or sad, but that's okay.
That wasn't as hard as I thought. Next time it will be even easier.
I'm doing better at this. I'm making progress.

Less Effective Self-Talk
I didn't get everything I wanted. I should have done better.
I wasn't a total success--maybe next time.
I shouldn't have hurt the other person's feelings.
I didn't think I would make it. I hope next time it is easier.
I'm not doing as well as I should.

Reprinted from Dr. Edward A. Charlesworth and Dr. Ronald G. Nathan, *Stress Management: A Comprehensive Guide to Wellness*, 1984, by permission of Atheneum Publishers, New York.

Getting a Handle on Stress and Distress

Personalize this sheet. Check yourself in each area: what are you currently doing and how might you improve?

☐ 1. Work off stress.

☐ 2. Talk out your worries.

☐ 3. Learn to accept what you cannot change.

☐ 4. Avoid self-medication.

☐ 5. Get enough sleep.

☐ 6. Balance work and recreation.

☐ 7. Do something for others.

☐ 8. Take one thing at a time.

☐ 9. Give in once in a while.

☐ 10. Make yourself available.

Reprinted from *Getting a Handle on Stress and Distress*, National Institute on Mental Health.

9.04 Activity

Competency 10.0

Skills to Manage Time

10.01 Identify personal barriers to time management
10.02 Develop organizational skills
10.03 Identify positive time management techniques to balance family, school, and self
10.04 Identify community resources

Competency 10.0
Overview

For teen parents, effective time management skills are a must--particularly when they work outside the home while going to school. To keep up with school work while taking care of a family or holding down a job is quite a juggling trick, and time management skills are necessary to keep everything functioning smoothly.

In this competency, participants are encouraged to critically examine their own time management techniques and to develop positive methods to balance the different areas of their lives. Participants completing Competency 10.0: Skills to Manage Time will be able to:

10.01 Identify personal barriers to time management
10.02 Develop organizational skills
10.03 Identify positive time management techniques to balance family, school, and self
10.04 Identify community resources

In Indicator 10.01, the participants are asked to evaluate their current time management methods through exercises which identify time wasting behaviors and barriers to time management. Following this, participants are provided with models for effective organizational and management skills in Indicators 10.02 and 10.03. Finally, Indicator 10.04 gives the instructor the opportunity to discuss local community resources that may aid participants in their management of time.

Resources

Bliss, Edwin C. (1976). Getting things done, the ABC's of time management. New York: Charles Scribner's Sons.

Brace, Pam and Jones, Peggy. (1983). Sidetracked home executives . . . from pigpen to paradise!. NewYork: Warner Books.

Conrad, Pam. (1986). Balancing home and career: Skills for successful life management. London: Crisp Publications, Inc.

Covey, Stephen R. (1989). The seven habits of highly effective people. New York: Simon and Schuster.

Haynes, Marion E. (1987). Personal time management. Los Altos, CA: Crisp Publications, Inc.

Lakein, Alan. (1989). How to get control of your time and your life. New York: New American Library.

Silcox, Diana. (1980). Woman time, personal time management for women only! New York: Peter H. Wyden, Inc.

Waldo, Kay C. and Mackenzie, R. Alec. (1981). About time! A woman's guide to time management. New York: McGraw-Hill.

What you should know about managing your time. (1985). South Deerfield, MA: Channing L. Bete Co, Inc. (Note: A 15-page illustrated booklet. For more information, call 413/665-7611.)

Winston, Stephanie. (1978). Getting organized part I: Time and paperwork. New York: Warner Books.

Winston, Stephanie. (1978). Getting organized, the easy way to put your life in order. New York: W. W. Norton and Co.

Effective Time Management

Effective time management is learning ways to accomplish the things you need to do or want to do in the most efficient manner with the least amount of time. Good time management does not mean being busy all the time. Persons who do not take time for pleasure and relaxation generally have to make time later for illness. Time management is actually how we control ourselves in the confines of a twenty-four hour day.

Time Robbers

1. **Interruptions**. Don't plan your schedule so strictly that you don't anticipate interruptions. If you don't have time for a visit or a phone call, politely say so. Your friends will understand, and you'll suffer less stress and frustration by meeting your deadlines.
2. **Procrastination**. Ask yourself why you are procrastinating. Is it habit? Fear? Whatever the reason, set about to make a change. Putting things off may eventually lead to a crisis. Set deadlines. Work on projects in small segments.
3. **Crises**. Some crises are inevitable, but many everyday crises can be avoided by organization and planning. Think of ways you can become better organized to prevent crises.
4. **Indecision**. Practice making good decisions. Gather facts, analyze your options, then decide. Don't look back after a decision is made. Not all decisions will be successful. There are always risks involved, but waiting to overcome all objections is a poor use of time.
5. **Perfection**. Strive for excellence, not perfection. Perfection is rarely necessary, and attempting to achieve perfection wastes valuable time. Striving for excellence is attainable, gratifying, and healthy, but striving for perfection is often unattainable, frustrating, and stressful.
6. **Unfinished business**. An activity begun and then abandoned means a waste of time. Decide first which activities are worthy of your time and then pursue them to completion.
7. **Regret**. Regret is a terrible waste of time and an emotional drain. Learn from the past, but don't live in the past. Plan today as much as possible to avoid reasons for serious regret in the future.

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10.01 Information

Time Robbers

1. Interruptions
2. Procrastination
3. Crises
4. Indecision
5. Perfection
6. Unfinished business
7. Regret

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10.01 Overhead

Where Does the Time Go?

Yes	No		
__	__	1.	I make a habit of planning my day and setting goals for what I plan to accomplish.
__	__	2.	I often feel I have so many tasks before me that I don't know where to begin.
__	__	3.	If a task is unpleasant, I just dive in and get it over with.
__	__	4.	I never write down things I have to do; I just memorize them.
__	__	5.	I welcome new responsibilities, but am careful not to over commit myself.
__	__	6.	I often feel I am drowning in paperwork; the top of my desk is buried.
__	__	7.	When I'm approaching a big deadline, I pace myself by getting a little done each day.
__	__	8.	I feel guilty about asking someone to do something I am capable of doing myself.
__	__	9.	I try to handle matters with a phone call unless a letter is clearly called for.
__	__	10.	I keep everything; you never know when it might come in handy.
__	__	11.	I rarely worry about past mistakes or future events that are beyond my control.
__	__	12.	I weigh carefully even the most inconsequential decisions.
__	__	13.	I habitually set deadlines for myself and for my family members.
__	__	14.	I almost always bring work home to finish.
__	__	15.	I make sure to spend a certain amount of time daily with each of my children, individually.
__	__	16.	When I get busy at work or school, my social life goes right out the window.

10.01 Activity

Yes No

___ ___ 17. I always have something with me to work on if I'm stuck in a line or in a waiting room.

___ ___ 18. I make the rounds to several grocery stores each week in search of the best food bargains.

___ ___ 19. I confine my volunteer work to a few causes I really feel strongly about.

___ ___ 20. I feel housework is a woman's responsibility; men have more important things to do.

___ ___ 21. I am careful to get enough sleep each night to be at my best the next day.

___ ___ 22. I'd like to get regular exercise, if only I weren't so busy.

___ ___ 23. I preserve blocks of uninterrupted time to accomplish important things.

___ ___ 24. I leave things until the last minute on purpose, figuring that I work better under pressure.

Give yourself two points for every odd-numbered statement you marked yes and two points for every even-numbered statement you marked no.

Above 40:	Wonderful
30 - 39:	Okay
Below 30:	You could use some time management skill building.

Read through these questions again to find what your answers reveal about your approaches to tasks and time use. Then, take about ten minutes to respond in writing to the following statement:

To improve my time use, I am making these changes in my life . . .

Adapted from *Project Discover: Handbook and Curriculum Guide,* Anoka-Ramsey Community College, Anoka, Minnesota. Original source unknown.

Tips for Managing Your Time

1. **Plan ahead of time.** "For every moment spent planning, you save three to four in execution."

2. **Set goals and make to-do lists.** Make a list of things you want to do in the day. To-do lists can be made daily, weekly, or for on-going things you need to accomplish.

3. **Set priorities.** Label each task, making the most important first and the least important last.

4. **Set deadlines.** If a deadline has not been set for a task, set one. You will save time and work better when you know that something is to be finished at a given time.

5. **Plan for discretionary time.** Discretionary time is **your** time to do with as you like. It is essential to your good health.

6. **Find ways to combine menial tasks.** Talk on the phone and wash dishes; do mending while watching T.V. Try to put trips together so that you can accomplish them all in one swing.

7. **Avoid small driblets.** Do not let time slip away in small pieces.

8. **Organize a work areas.** "A place for everything and everything in its place." Invest time to organize your life and your belongings to save time later.
   a. **Desk orderliness**--Keep only those things on your desk that are required for the immediate job. This avoids shuffling and mind wandering.
   b. **A work place**--Try to find a place where you get work accomplished. This helps to establish a "mind set" for work and avoids delays in getting started. This applies to school work and any other "thinking" kinds of jobs you need to do.

9. **Use the K.I.S.S. method of organization**. Keep It Simple, Stupid! Lessen the amount of activity and the stress involved by doing things the simplest way possible. Make only those commitments which are important to you.

10. **Share family and household responsibilities**. Involve your family in household chores. Have a family meeting and delegate tasks. As the "manager" you need to follow through to see these tasks are completed.

11. **Be assertive; learn to say "No."** Speak up for your own rights without being inconsiderate of others. If you need time alone, say so. Learn to say no to commitments for which you don't feel a deep interest or obligation.

Remember: What your life becomes in the future is what you plan for today. Learn to manage your time effectively to accomplish your goals.

Based on materials from *Opening the Door to Opportunity: A Manual for Displaced Homemaker Programs* by permission of Career Concepts, P.O. Box 54, Northport, Alabama 35476 and *WINC Curriculum Guide*, Northwest Regional Education Laboratory under contract with the Department of Labor--Women's Bureau, 1981.

10.02 Information

Tips for Managing your Time

1. **Plan ahead of time**
2. **Set goals and make to-do lists**
3. **Set priorities**
4. **Set deadlines**
5. **Plan for discretionary time**
6. **Find ways to combine menial tasks**
7. **Avoid small driblets**
8. **Organize a work area**
9. **Use the K.I.S.S. method of organization**
10. **Share family and household responsibilities**
11. **Be assertive; learn to say "No."**

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10.02 Overhead

Time Management Checklist

1. Do you plan what you're going to do each day? Yes ____ No ____

Creating a list of activities for each day and ranking them in terms of importance will guide you in making decisions about what to do first. With this list you're much more likely to accomplish what you set out to do. Whether you write the list down or keep a mental list is up to you. What's most important is knowing what you want to do.

2. Do you delegate some of your responsibilities to others? Yes ____ No ____

Sometimes you may think that you are the only one who can do a specific task. That's true for some tasks but certainly not all of them. Each day ask yourself, "Who else could do this?" Giving others responsibility can help them as well as you.

3. Do you set deadlines for completing your tasks? Yes ____ No ____

Setting realistic deadlines can help you manage your time and achieve your goals. Deadlines serve as motivators; you're more likely to finish a task when there's a deadline.

4. Do you eliminate tasks that are not useful or productive? Yes ____ No ____

Think about the section on lowering your standards. Did you find tasks that really don't have to be done, or done as often as you had once thought?

5. Do you let others know what you're doing? Yes ____ No ____

Although you may know exactly what you're doing, others need to know, also. You're more likely to get the cooperation and support you need if you let others know what your priorities are for the day. Even letting others know when you're in a bad mood can help.

6. Do you allow transition time as you change from one activity to the next? Yes ____ No ____

People often forget to allow transition time. For example, when you come home at night, do you immediately start fixing dinner even though you just left work or school 15 minutes before? Allow yourself some time to switch gears.

10.02 Activity

7. Do you ask for help when you need it? Yes ____ No ____

Women, especially, are sometimes so busy taking care of others that they don't ask for the help they need. There's no way you can do everything. Asking for help when you need it is also good role modeling for your children.

8. Do you take some time out of each day for yourself? Yes ____ No ____

Maybe it's a nice hot bath, reading a chapter in a book, or walking to the store. Research shows that the average person has about one and one half hours of free time each day. Make sure that you save some of that time strictly for you.

9. Are you flexible enough to handle interruptions or to switch gears when necessary? Yes ____ No ____

The best made plans may fall apart with a sick child, bad weather, a car that won't start. Good time managers take those events in stride, do what they need to do, and go on.

10. Do you evaluate your day just before you go to sleep? Yes ____ No ____

Take a few moments to ask yourself questions like, "What did I do that went very well today?" "What could I have done better?" "What am I saving for tomorrow?" Over time your answers to these questions will help you be a better time manager.

If you answered eight or more of these questions with a "yes," most likely you're doing a pretty good job of managing your time. If you answered fewer than eight times with a "yes," you may need to work on managing you time more effectively.

Reprinted from J.S. Kaser and A.C. Frazier, *Juggling Lessons*, 1989, by permission of The NETWORK, Inc., Andover, Massachusetts.

Tune into Your Body Rhythms

There are times of the day when your energy is higher than other times. If you can do the tasks that take high energy at the times of the day that you have high energy, you will feel much better about doing them.

Think about which times of the day are the best time for doing certain tasks. For example, if you exercise better in the morning than in the afternoon, think about how you can arrange to exercise in the morning so that you get the most out of it. If there is a gym class at that time, it would be a good way to fit together your needs for exercise and your class schedule.

Everyone has a different body schedule, when their energy is at its highest and lowest. Knowing when you do your best at certain things is important in planning your activities and your time schedule. This way you can get the most out of what you do.

Spend a few days watching your "body energy cycle." When your energy is high, write it in on the clock page that follows. When your energy is low, write in the times that you feel low. This will help you identify your body rhythms so you can be aware of your energy levels during the day.

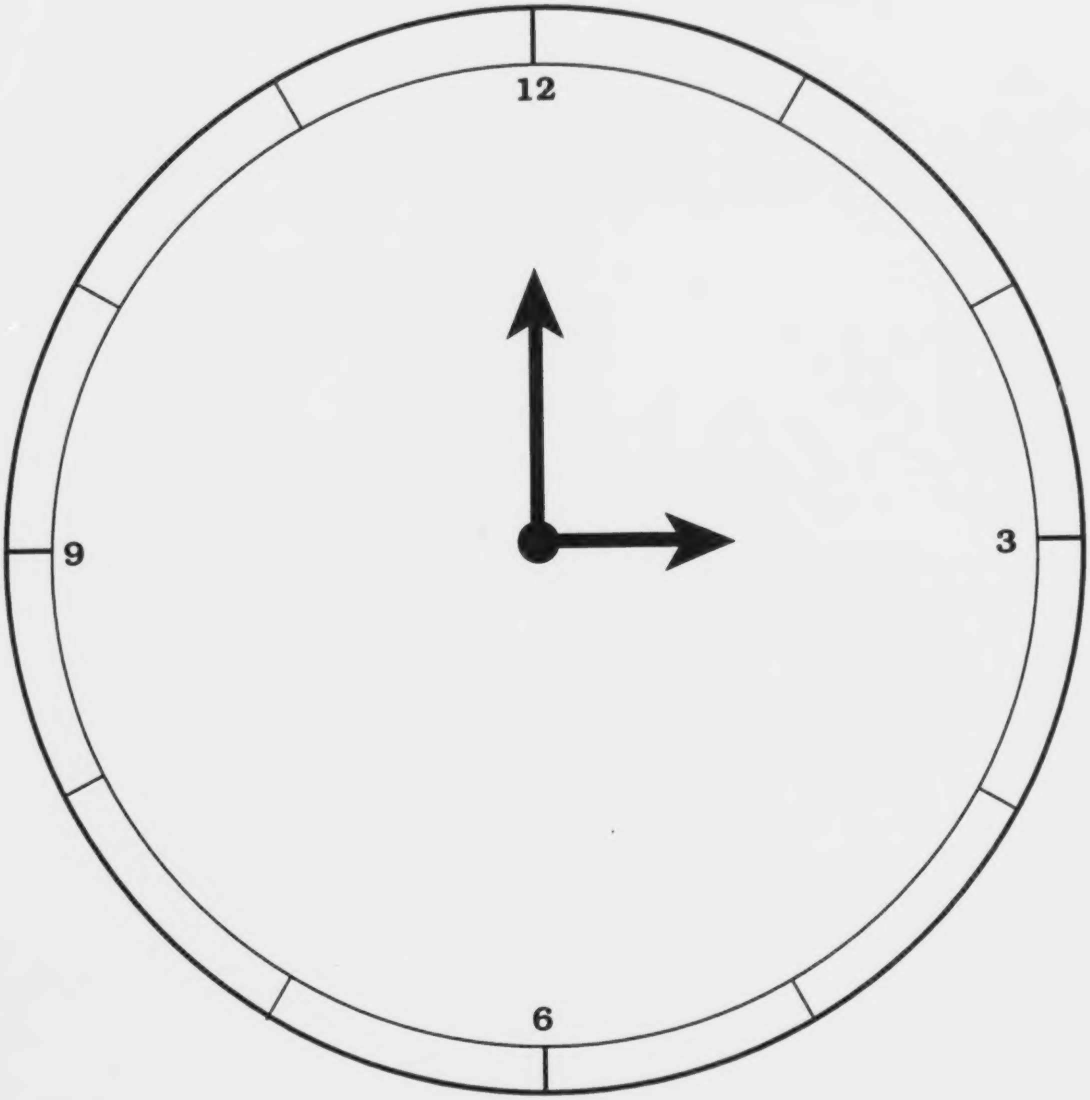
Note: What you eat has a lot to do with how much energy you have. If you eat a balanced diet of fruits, vegetables, proteins, and carbohydrates you will have more energy. Carbohydrates are especially good for giving lots of energy.

Adapted from *Career Survival Kit for Teen Education and Employment. Life Skills Workbook: A Guide to Personal Growth.* Frances Lindner, Vocational Studies Center, University of Wisconsin-Madison, 1987.

10.03 Information

Your Body Rhythm Energy Cycle

In the space provided, write in the times of the day when your energy is high and those times when it is low. Try to be as accurate as possible. You will need to watch your body for a few days to get used to your own energy cycle.



Reprinted from *Career Survival Kit for Teen Education and Employment. Life Skills Workbook: A Guide to Personal Growth.* Frances Lindner, Vocational Studies Center, University of Wisconsin-Madison, 1987.

10-03 Activity

How Can I Save Time?

Directions: Listed below are some proven ways to save up a lot of time for personal use later. From your experience, add to the list and share the results with classmates.

One-Day-At-A-Time Savers

First thing every morning, make a "pending" list of tasks you plan to do during the day. Organize the list so that you can do two things at one time when possible (play "Books on Tape" on your car tape deck, or tell stories to your children as you run errands).

1. Keep your list of "do's" flexible enough to skip over those activities which you cannot work into your schedule. (You can work them in another day.)
2. When you complete your list of "do's" for the day, ask yourself "why?" for each activity listed. If you can't give yourself a good, justifiable, satisfying answer, mark through the activity and forget about it. You do not have to spend your life on trivia and busywork.
3. During the day, as you complete each task, mark the item off your pending list with gusto and satisfaction.
4. Include in your daily list a plan for spending at least two hours on yourself as a bonus for doing a good job of time management. Or save up these hours until you have an even greater block of time to spend on yourself.

Week Savers

At the beginning of the week, list the major tasks to be accomplished during the week, and set a deadline for accomplishing each task. Then meet the deadline, and **enjoy** the feeling of accomplishment by marking the task off your list and telling yourself how pleased you are with you!

Life Savers

Plan to spend the major part of your life in a career which you truly enjoy.

The double payoff of converting "work" time to "pleasure" time is beyond compare in meaningful living. Do not waste time at a job you do not enjoy. Work toward your goal.

1. Example--If you would like to be a chemical engineer, but cannot afford a four-year degree, complete a two-year program and become a chemical laboratory technician. Take evening courses to earn your engineering degree.

10.03 Information

2. Example--If you would love to be an attorney, but do not have the funds or time to complete the extensive school program right now, become a legal assistant and earn your law degree as you work.

Worry Savers

1. Get rid of the clutter around you. Then you can stop wasting so much time hunting and digging around in all that mess. Have a "blast out" house cleaning. Throw away, give away, or sell the excess clutter (unused pots and pans, unworn clothes, outdated records, papers, etc.). You won't believe the feeling of order and control this "catharsis" will give to your life until you try it.

2. Shop and run errands only once per week. Keep a continuous shopping and errand list all week. On shopping/errand day or night, organize your shopping list and write down the places you must go in the order of your stops.

3. When you cook or bake, double or triple the recipe and freeze the extra food.

4. Keep a pocketful of postcards. Eliminate errands and telephone calls by jotting a quick message or request on the postcard.

5. Learn to say no.

6. Use your extra time in feeling good about your accomplishments and in pleasing your best friend (you).

Other Savers

Now list additional time savers which have worker for you. Then share with classmates the results of your list, as well as your ideas about the suggestions listed above.

Example 1. Iron during my favorite television programs.

Example 2. When I am very upset, I do physical work (clean cabinets, pull weeds, clean out the refrigerator, mow the lawn, build or repair something with hammer and nails, etc.). When I stop worrying, at least I have something accomplished and I feel better.

Example 3. I schedule my hardest jobs for the time of day when I function best and schedule my easiest/most enjoyable jobs for when I am tired.

Example 4. I keep a list of small jobs to be done during the "odds and ends" of time during the day. I also keep reading material and writing supplies at hand for unexpected waiting periods during the day.

Example 5.

Example 6.

Example 7.

Example 8.

Worth Thinking About

Managing time and getting things done does **not** take a special, mysterious ability which only a few people have. To manage your time well, simply make up your mind to organize your life and then get at it!

Reprinted from Cameron Colin and Biblios Vance, *Displaced Homemakers Vocational Technical Workshop Guide*, 1982, by permission of the Minnesota Curriculum Services Center, Little Canada, Minnesota.

Weekly Work Plan

List activities done every day.

	What Needs To Be Done?	Who Will Do It?
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Note: You can use the same type of chart to plan your monthly and year activities.

Reprinted from *Single Parent/Homemaker Training for Life Skills Handbook: Final Report*, June, 1987, by permission of the Kentucky Department for Adult and Technical Education, Frankfort, Kentucky.

10.03 Activity

Competency 11.0

Skills for Making Ends Meet Financially

11.01	Assess financial attitude
11.02	Define financial management
11.03	Identify personal financial assets and liabilities
11.04	Develop a personal financial plan
11.05	Identify community resources for financial management

Competency 11.0
Overview

Knowing how to manage one's finances is important for anyone, but particularly for teenage parents. These students may have never dealt with a budget before, or may have only limited experience with financial matters. In addition, the pressures of finishing or re-entering school may compound problems of financial management. For these reasons, it is necessary for participants to assess and improve their personal financial management skills.

Competency 11.0 invites participants to examine their budgeting habits and to develop a personal plan for financial management. Participants completing Competency 11.0: Skills for Making Ends Meet Financially will be able to:

11.01 Assess financial attitude
11.02 Define financial management
11.03 Identify personal financial assets and liabilities
11.04 Develop a personal financial plan
11.05 Identify community resources for financial management

Indicator 11.01 offers a number of exercises designed to help participants assess their ideas, feelings, and habits regarding money. Following this, Indicator 11.02 provides an overview of financial management as well as several examples of family budgets and personal financial plans. Indicator 11.03 contains materials relating to participants' assets and liabilities; one section provides worksheets for participants to examine their current financial status. Through various activities, participants learn skills to develop a personal budget in Indicator 11.04. Finally, in Indicator 11.05, the instructor has the opportunity to highlight local community resources which may be of assistance to participants.

Resources

Card, Emily. (1990). The Ms. money book. New York: E. P. Dutton.

Card, Emily. (1985). Staying solvent: A comprehensive guide to equal credit for women. New York: Holt, Rinehart, and Winston.

Center on Education and Work. (1992). Make a better buck: A lifestyle, budget, and career planner computer software program. University of Wisconsin-Madison.

Dahlstrom, Harry. (1988). Out of hock. Franklin, MA: Dahlstrom and Co., Inc.

McCough, Elizabeth. (1975). Dollars and sense: the teen-age consumer's guide. New York: Morrow.

Pitts, Joyce M. (1987). Managing your personal finances. Washington, D.C.: U.S. Department of Agriculture, Extension Service.

Wintle, Carol. (1985). Your money and your life: Financial planning for low-income working women. Newton, MA: WEEA Publishing Center.

Note: The American Banking Association sponsors money-management presentations to schools and other groups. Check with your local bank for information.

Talk About Money

Directions: Other members of your household should answer these questions separately if appropriate to your situation. Then compare each other's answers. The similarities and differences may result in a discussion of money attitudes and practices.

1. If you received $5,000 tax-free, what would you do with it?

$______ for ______________ $______ for ______________

$______ for ______________ $______ for ______________

2. Rank the following activities, using 1 to indicate what you would enjoy doing most and 6 to indicate what you would enjoy least.

_____ a few extra hours on the job
_____ spending time with friends
_____ some quiet time to myself
_____ a night on the town
_____ physical activity
_____ organizing a birthday party

3. If you had to make a major cut in your current spending, what area would you cut first?

____

4. Do you agree or disagree with the following statements? (Circle "A" if you agree, "D" if you disagree)

A D I'm basically too tight with money.
A D Other members of my household are usually tight with money.
A D Equality in decision-making is important to me.
A D I feel good about the way financial decisions are made in my household.
A D Sometimes I buy things I don't need just because they're on sale.
A D I believe in enjoying today and letting tomorrow worry about itself.

5. I'd like to see my family spend less money on ______________________

and more dollars for ______________________________

6. What money problem is the most frequent cause of argument?

____

11.01 Activity

7. What was the most sensible thing you've done with money in the last two years?

   ____

   The most foolish?

   ____

8. Do you know the dollar amount for the following:

   Family take-home income: $____________

   Rent or mortgage payment: $____________

   Money spent on food each month: $____________

   Monthly car payment: $____________

Reprinted from *Getting Control of Your Finances*, with permission of Minnesota Extension Service, University of Minnesota, Educational Department System, St. Paul, Minnesota.

Money Speaks

Directions: Read the following statements about money. Check (√) those statements which are important to you.

_____ 1. It is easier for a camel to get through the eye of a needle than for a rich person to get into heaven.

_____ 2. The love of money is the root of all evil.

_____ 3. It is better to give than to receive.

_____ 4. The best things in life are free.

_____ 5. Money can't buy happiness.

_____ 6. They are poor but happy.

_____ 7. Money talks.

_____ 8. Money makes the ugly beautiful.

_____ 9. Poor but honest.

_____ 10. Finding a penny (not a dollar) is lucky.

_____ 11. Save for a rainy day.

_____ 12. Marriage is a romantic, not an economic relationship.

Write others that you can think of below:

____

____

____

____

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11.01 Activity

Managing Your Money
Some Words to Know

Budget: A plan that keeps track of how much you earn each month and how much you spend.

Fixed Expenses: Expenses that you must pay each month involving specific amounts, such as rent.

Flexible Expenses: Expenses that may vary in amounts or times when they must be paid, such as food and clothing.

Dual-Income: Two incomes from both wife and husband working.

Salary: A fixed amount of money paid for work.

Variable Income: Income that changes because it is based on how much work you do or how well (or fast) you do the work.

Commission: Earnings based on a certain percentage of the sales a person makes during a pay period.

Minimum Wage: The least amount of money you can be paid for each hour of work, as set by federal law.

Deductions: Amounts taken out of your paycheck for state and federal taxes, Social Security, etc.

Take-Home Pay: The amount of money you are given after your deductions are subtracted from the total.

Credit Rating: A rating given by the Credit Bureau based on how well or how poorly you pay your bills.

Installment Plan: A monthly or weekly plan by which you repay a loan or pay a debt through set payments.

Buying on Credit: Buying something, such as furniture, and paying for it over a period of time.

Interest: A charge that you must pay for buying on credit or borrowing money.

Reprinted from *Starting Out: A Job Finding Handbook for Teen Parents*. Neva N. Harden, Program for Assistance in Equity, Department of Technological and Occupational Education, College of Education, University of New Mexico, Albuquerque, 1983.

11.02 Information

Steps in Money Management

Here are six basic steps in money management:

- **Keep a monthly record of all spending**
  You need to know where money is going before making any financial plans. Keeping a record for at least three months gives a better picture of spending. Don't forget quarterly or yearly items.

- **Identify total monthly income**
  Once you know where your money is going, it is just as important to know where it's coming from. Consider both money and non-money income (home production).

  Unpaid home production may include:
  - child care
  - meal preparation
  - car or home repairs
  - laundry
  - snow removal
  - others

  Ask participants what it would cost to hire someone else to do these tasks.

- **Identify your values and set goals.**
  Something we hold important or worthwhile is a value, while what we are willing to work or strive for is a goal. Setting short-term, intermediate and long-range goals, which reflect personal values, is a prerequisite step to managing money.

- **Estimate expenses.**
  In order to prepare for developing a plan or budget one must estimate expenses. Spending records, if available, can serve as a basis for a budget. If records are not available, memory, checkbook stubs, receipts and old bills can serve as reminders. There are two types of expenses:

  - *Fixed or committed expenses* which include the regular, set expenses for rent or mortgage, utilities, insurance, car payments, etc. They are non-negotiable costs which represent some of the fundamental needs of a family for security and safety.

  - *Flexible expenses* are more variable. These amounts fluctuate and tend to be more occasional in nature, i.e., gifts, household items, clothing, transportation, food, or entertainment.

11.02 Information

Categories for both fixed and flexible expenses will differ for each individual/family, so participants should add or delete categories to reflect their unique situation. Categories will also differ before and during periods of unemployment.

It is recommended that budget planners spend some time analyzing their past spending habits. They need to ask themselves, "Can we continue our present pattern of spending? Will a new situation or condition alter spending? What expenses can we reduce or eliminate?" Answers to questions such as these determine amounts to be allocated to various budget categories.

- **Implement your spending plan.**
  Give the new budget a try by recording actual expenses for at least one month. Develop a system for saving receipts or noting expenses. Then at the end of each week, add the amounts spent in each category. At the end of the month, total the expenses and compare them with the amounts budgeted.

- **Evaluate and make adjustments.**
  Examine carefully what you actually spent compared with what you planned on spending. Are the figures close, or are they far apart? Why? In what ways will estimates need to be revised? Will it require even more self-discipline and management next month? Understand that a budget is a "working document" that changes as a family strives for a "balanced" budget-- one that "fits" the family. As circumstances change, the budget must be adjusted to reflect new goals and needs.

In conclusion, the money management steps just outlined barely scratch the surface in ultimately gaining financial control. The spending plan, or budget, however, is a fundamental tool in managing money. Building skills in handling a budget is important in gaining control over one's finances. It helps people see that they do have the power and competence to solve their problems.

Adapted from *Career Smart: Curriculum Guide for Making Smart & Healthy Decisions*, April, 1987, with permission of Minnesota Curriculum Services Center, Little Canada, Minnesota.

Sample Monthly Budget

Home		
Rent/Mortgage	______	
Taxes	______	
Insurance	______	$______
Utilities		
Heat	______	
Water	______	
Electricity	______	
Gas	______	
Telephone	______	$______
Home Maintenance		
Laundry	______	
Repairs/decorating	______	
Other	______	$______
Food		$______
Personal		$______
Children		
Day care	______	
Baby-sitter	______	
Clothes/Gifts/Toys, etc.	______	$______
Health Care		
Doctor	______	
Dentist	______	
Prescriptions	______	$______
Health Insurance		$______
Education		
Tuition/Fees	______	
Books & Supplies	______	$______
Transportation		
Car (gas, repairs, insurance)	______	
Bus, taxi, other	______	$______
Entertainment		$______
Savings		$______
Total		$______

Adapted from *Career Survival Kit for Teen Education and Employment. Life Skills Workbook: A Guide to Personal Growth*. Frances Lindner, Vocational Studies Center, University of Wisconsin-Madison, 1987.

11.02 Information

Martinez Case Study

Directions: Read the following case study and on the following page draft a monthly budget for the Martinez family that reflects their needs and wants.

Maria and Tony and their four children, ages 13, 11, 7 and 3 live in a large rural community in southern Wisconsin. Tony was laid off from his position with a large manufacturing firm. His unemployment payments will run out in one month. They have $10,000 in savings. Maria landed a full-time job as a custodian at the school. It pays $6.05 per hour. Tony has started studying accounting at the Vo-Tech, which costs an average of $30.00 per month. They pay $265.00 per month on the house mortgage. The 1981 station wagon they drive is paid for. Keeping up with the children's activities (junior hockey, choir practice, paper route, etc.) leaves little time for entertainment, although Maria and Tony enjoy bowling or an occasional movie with friends and time for Maria's woodworking hobby. They and the kids were planning a week-long trip to Minnesota next summer to visit relatives--a long awaited family vacation.

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11.02 Activity

Martinez Budget

Monthly Income: ________

____

Total Income $________

Monthly Fixed Expenses:

Mortgage ________

Utilities ________

Insurance ________

Savings ________

Other: ________

Child Care ________

Household ________

Other: ________

Total Fixed $________

Flexible Expenses:

Food ________

Clothing ________

Entertainment ________

Education ________

Transportation ________

Donations/Gifts ________

Other ________

Total Flexible $________

Add total fixed expenses and total flexible expenses and subtract that sum from the total income to determine how much the family has "left over"--their "cushion" for the month.

1. Monthly income total = $__________
2. Fixed and flexible expenses total = $__________
3. Money remaining = $__________

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11.02 Activity

Income

Estimated Monthly Income

Source of Income	Amount
Net Wages or Salary of:	
Self	____
Spouse	____
Other:	____
Net Profits (business, farm, etc.)	____
Transfer payments (child support, public assistance, inheritance, etc.)	____
Interest or Dividends	____
Other: (odd jobs, garage sales, rent income, etc.)	____
TOTAL	____

Questions to consider:

1. Have you included income from all family members, including children?
2. How secure is the continuation of each source of income?
3. How certain is the amount of transfer payments? What might cause the loss of these payments?
4. What are the deductions from your paycheck? Are the mandatory ones correct for your current situation? Do the voluntary ones still reflect your desires?

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11.03 Activity

Budget Sheet

Directions: Fill in the appropriate estimated monthly income on the lines provided.

1. **Monthly net pay:** ________

2. **Other Income:**
   Social Security ________
   AFDC ________
   Food Stamps ________
   Investments ________
   Pension ________
   Other ________

3. **Total Monthly Income** ________

Monthly Expenses (Basic Needs)

Food and school lunches ________
Childcare expenses ________
Rent/mortgage/Real Estate Taxes ________
Utilities ________
Electricity ________
Telephone ________
Water/Sewer ________
Heat ________
Other ________
Transportation
   License, Insurance, Tires, Repairs (monthly average) ________
   Gas and oil ________
   Public Transportation ________
   Car Payments ________

4. **Total Monthly Basic Expenses** ________

5. **Total Monthly Income (line 3)** ________

6. **Subtract Total Monthly Basic Expenses (line 4)** ________

7. **Amount left for additional expenses** $________

Average Monthly Additional Expenses

Checking Account Service Charge ______
Clothing, shoes ______
Disposable diapers or diaper service ______
Laundromat/Dry cleaning ______
Hair cuts, perms ______
Household supplies (non-edible), laundry soap, etc. ______
Life insurance, health insurance ______
Medical (doctor, hospital, dental) ______
Medication, eye glasses ______
Non-prescription medicines and drug supplies ______
Children's school books, supplies ______
Renter/homeowner's insurance ______
Pet food, vet bills ______
School loan payments ______
Payments to lawyer, credit cards, time payments ______
Furniture and appliance repair/replacement ______
Gifts (X-mas, birthday, etc.), cards, postage, newspaper, etc. ______
Entertainment (video rental, camera film and development) ______
Savings ______
Other ______

8. Total additional expenses: $______

9. Amount left for additional expenses (line 7) $______

Total additional expenses (line 8) $______

Balance left $______

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What Income Do We Need?

Directions: Use your budget sheet and this worksheet to estimate a budget for 2-3 years from now. Then use your budget figures to answer the following questions.

1. Our budget calculations indicate that we will need the following minimum income in 2-3 years time:

Net income $__________ (amount budgeted)

Gross income $__________ (net x .80)

Monthly wage $__________ (gross ÷ 12 months)

Hourly wage $__________ (gross ÷ 2080 hours)

2. What kinds of jobs will enable you to live the way you want, according to your projected budget? Refer to Occupational Outlook Handbook or other sources of wage information.

3. Cut out three or four employment ads from the classified section of the newspaper. Find ads that pay the gross amount you will need.

4. With the information you have so far, what alternatives do you have for obtaining financial independence?

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11.04 Activity

Should You Open a Checking Account?
Some Words to Know

Minimum Deposit: The smallest amount of money you need to put in the bank to open an account.

Signature: The usual way you sign your name on checks and other documents.

Service Charge: The amount the bank charges each moth to take care of your money and pay checks.

Account Number: The number the bank assigns to your checking account. No other account has this number.

Single Account: The checking account of one person.

Joint Account: A checking account of two or more persons.

Deposit Slip: The printed form to record the amount of money you are putting into your account.

Endorse: To sign your name on the back of a check made out to you.

Balance: The amount of money still in the account.

Cancelled Check: A check that has been marked "paid" by the bank.

Interest: Money paid to you by the bank if you keep the required minimum balance in your account.

Overdraft Charge: Fee the bank charges your account if you write checks for more than the amount that you have in your account.

Bad Check: A check that is written for more than the amount in the account.

Check Register: Form kept in your checkbook to keep track of the checks you write.

Bank Statement: A form the bank sends you each month with your canceled checks which lists all of the checks that have been paid, deposits, service charges, interest earned, overdraft charges, check printing charges and other charges.

Adapted from *Starting Out: A Job Finding Handbook for Teen Parents*. Neva N Harden, Program for Assistance in Equity, Department of Technological and Occupational Education, College of Education, University of New Mexico, Albuquerque, 1983.

11.04 Information

Should You Open a Checking Account?

Having a bank checking account has several advantages:

1. You don't have to carry around large sums of money . . . and worry about losing it;
2. I's more convenient to write checks and mail them; and
4. You always have proof that you paid your bills because the bank returns your cancelled checks each month.

So that's the good news . . . now for the bad news! Most banks require that you have a *minimum deposit of $100* to open a personal checking account. That can be a rather large amount if you're working only part-time or not making much money. And the banks also charge a monthly *service charge*. These charges may average around $6.00 to $7.50 a month, or they could be based on a certain fee for each check (such as $.10 or $.15 per check plus a basic service charge of $3.00 per month). That's an added expense--especially when you're on a very limited budget.

If you do open a checking account: Before opening an account, check around different banks to compare their required minimum deposits and monthly service charges. You also might want to find out what hours they are open. Then choose the bank that seems to provide the most convenient service at minimum cost. The *Customer Service Representative* or the person at the *New Accounts* desk can tell you about the different checking account plans they have.

Most banks do not have a printed application form. They just take the information you give them and enter it into a computer. Then they ask you to sign a *Signature Card*. This card shows the bank the proper signatures of the only person or persons who can sign checks on that account. Be sure to sign as you normally sign you name. If you are married, you will probably have a *joint account*, which means that either one of you can write checks. You will have to have both signatures on the card before the account can be opened.

The Customer Service Representative can help to explain about making out deposit slips, writing checks, and "rectifying" your checking account each month (making sure you and the bank agree on how much money you have in your account).

Excerpted from *Starting Out: A Job Finding Handbook for Teen Parents*. Neva N. Harden, Program for Assistance in Equity, Department of Technological and Occupational Education, College of Education, University of New Mexico, Albuquerque, 1983.

11.04 Information

Energy Tips

1. Lower your thermostat. For every degree it is turned down for a 24 hour period, 3% is saved. For every degree of nighttime setback, 1% is saved. Money will be saved by turning down the heat at night or when the house is empty for 6 hours or more. Many people will tell you that the furnace has to work twice as hard to bring the house back to desired temperature after setback. Studies have shown, though, that setback saves. Setback should be restricted to about 10 degrees (or whatever your health requires!). If you have a newer, properly sized furnace, setback should be less than 10 degrees.

   Also, don't overset the thermostat to warm the house faster. This only overshoots the temperature you really want.

2. Change or clean furnace filters once a month. When they are dirty, air cannot move through them freely, restricting heat distribution into the house.

3. Keep cold air returns free of obstruction. Heating systems need balanced intake and output.

4. Keep fireplace dampers closed. Install glass doors, and do not use a fireplace when the temperature is below 40 degrees.

5. Keep storm windows closed and windows locked.

6. Run exhaust fans when necessary if excess moisture is present.

7. Don't over-humidify. If windows frost up or if water condenses on the inside of the house on windows, too much moisture may be present.

8. Avoid venting the clothes dryer inside for heat. Too much moisture will be added, as well as fine particles of dust which are irritating to lungs. Nylon stockings do not filter this dust adequately.

9. Use common sense. Keep doors closed, don't let the kids run in and out frequently. Put on warmer clothes. Don't heat the house with the oven. Use heating fuel consciously, not just automatically.

10. Use air conditioners on low settings (no lower than 78 degrees). Keep coils clean as well as filters.

11. Try using a cold wash and rinse for laundry. Liquid detergents will be necessary, but they are designed to work in all temperatures. Adjust water levels to match loads.

11.04 Information

12. When drying clothes, use the dryer for consecutive loads to keep the dryer warm. Clean the filter after every load. Don't over-dry.

13. Use a dehumidifier only if absolutely necessary. They can be as costly to run as an air conditioner. Keep coils clean, and do not position near a sump pump.

14. Using an automatic dishwasher can be economical if you restrict use to once a day. Allow dishes to air dry. Use high quality soap to avoid spotting rather than hotter water in your water heater.

15. If a freezer saves at least what it costs to operate in food costs, it is worth using. Open only when necessary, and defrost when frost is 1/4 inch thick. Manual defrost models use less energy than do self-defrost models.

16. Refrain from using older side-by-side refrigerators as they use large amounts of energy to operate. Unplug units that are not being utilized fully (the extra one in the rec room that holds ice cubes and soda!). Keep coils clean.

17. If you use a waterbed, insulate it with 1/2 inch of foam insulation around the sideboards and under the mattress. (However, check to see if this might eliminate any manufacturer's warranty still in effect.) Use the heater on a timer. Keep the bed made!

18. Water heaters are very, very large users of electricity or gas. Set temperature at 120 degrees. If the unit is very old draining may cause permanent leakage of the valve, so be careful of this. Install a flow restrictive showerhead. Insulate water pipes and the water heater (if it won't void any warranty). Fix any water leaks. Turn unit off if leaving for a period of time (weekend, etc.). Use common sense and limit hot water use.

19. If you plug your car in at night in the winter, your electric bill can rise substantially. Operate the engine heater on a timer set to turn the unit on 2 hours before you need to drive.

20. Consider new compact fluorescent lights when replacing light bulbs.

21. Be very cautious when using electric space heaters. They cost almost 10 cents per hour to operate (about $70.00 a month if running all the time).

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To Buy or Not to Buy?

Before making purchases, ask yourself each of these questions.

1. Will my needs and values be met by this purchase?
2. Will this purchase prevent me from buying something I want or need more urgently later?
3. Will it make me happy for a long time or a short time?
4. Do I have the money to pay for it?
5. What will I have to give up if I make this purchase?
6. Do I have enough information to make a good decision?

Reprinted from *Life Skills for Single Parents: A Curriculum Guide*.
Beverly M. Uhlenberg and Carey E. Estrom, University of North Dakota
Grand Forks, 1988.

11.04 Overhead

Are You a Smart Consumer?

How smart are you when it comes to consumer "deals?" Being aware of prices, and the "fine print" of warranties, leases, contracts, and advertising allows you to know your rights as a consumer, as well as not getting involved in bad or fraudulent deals (know a good swamp or bridge that you can buy?). Being an aware consumer also figures into your personal money management as well. Can you identify a true bargain?

Principles of wise buying:

- **Decide upon a budget.**
- **Use a shopping list.**
- **Decide on the best time to shop for an item.** (Example: seasonal sales.)
- **Decide where to shop.** (Examples: full service department stores, discount stores, conveniences stores.)
- **Select the best buy through comparison shopping.**
  - Consider factory rejects, seconds, and irregulars which may be offered at reduced cost.
  - Evaluate brand name versus store brands.
  - Check unit price.
  - Read the labels.
- **Avoid impulse buying.**
- **Use credit only when necessary.**
- **Learn to use resources other than money.** (Examples: If a family member can learn to fix certain items, a repair person will not have to be called which will reduce maintenance cost.)

To be a smart consumer, you should also be aware of advertising techniques and types of consumer fraud.

Common types of consumer fraud:

- **Bait and switch:** An illegal practice in which a store advertises a low price on one item to lure shoppers in, only to talk the consumer into buying a more expensive item.

- **Referral Selling:** A company representative asks a customer to refer the company to a friend, relative, or neighbor who may be a prospective buyer. In return the customer will receive merchandise and maybe earn money. But first, the customer must by the product.

- **Free Gimmick:** Something is offered free in order to make a sale or to get into the house. When something is offered free, be on guard--at least if the something for nothing is more than a small sample. There is nothing free.

- **Fear Selling:** A merchant warns of dangerous consequences if product or service is not bought. check the problem out with other merchants before buying. (Examples: "Chimney inspectors" warn of danger from loose brick in the chimney, or auto mechanics warn of blowouts due to worn out tires.)

- **Door-to-Door Sales:** Persons go from house to house selling a product. Beware of a door-to-door salesperson who does the following:
  - plays on sympathy;
  - gives a gift;
  - attaches strings to sale, such as money off sale price for each sale made to a person whose name is given.

- **Mail Fraud:** Consumer frauds are distorted or false information is sent through the mail. (Examples: unordered merchandise arrives and the consumer is billed; fake contests; charity rackets.)

- **Sales:** Learn when a "sale" is really a sale. Some stores have endless fire sales, closing-out sales, or going-out-of-business sales that are not really sales. Others do not reduce the price of regular stock but bring in merchandise of lower quality especially for the sale. Some stores even mark prices **up** for the "sales."

Ways consumers may avoid fraud, deception, and quackery:

- Deal with a reputable, well known businessperson.
- Report to the proper authorities if fraud or deception is suspected.
- Take time to shop for what you want, not for what someone is trying to sell you.
- Understand the sales promotions of deceptive schemes.
- Be able to judge quantity and quality accurately.
- Be alert to questionable advertising and selling schemes.
- Read contracts **before** signing them.

Adapted from *The Wisconsin Conservation Corps Crew Member Guide to Life Skills*. Margaret Ellibee, Center on Education and Work, University of Wisconsin-Madison, 1993.

Stretching Your Food Dollars

1. Planning meals, making grocery lists and shopping only once a week can save you 20% over unplanned shopping on your monthly food bill.
2. Plan your menus so that leftovers are used.
3. If you prepare a large roast or casserole and you are planning to serve it for more than one meal, put the extra food away so that your family does not eat it all at the first meal.
4. Prepare nutritious foods your family likes. Food not eaten is a wasted expense.
5. Homemade foods are usually much cheaper than commercially prepared foods. Canned soups, TV dinners and packaged cookies are more expensive than homemade. However, cake mixes and frozen orange juice are cheaper than homemade.
6. Use grocery advertisements to find the cheapest grocery prices.
7. Use coupons to buy products you would normally buy. Check to see if other brands are cheaper than the one for which you have a coupon. Bring only the coupons you plan to use to the store. Buying products with coupons that you don't need does not save money.
8. Be alert to specials in the grocery store. If you find an item on sale, you may want to change your meal plans to include that item and take advantage of the savings. Stock up for future meals if you can store them properly.
9. Check the prices per serving or per ounce of similar products to see which product is cheaper. This is called unit pricing and is often posted on the shelf under the product. Bigger is not always cheaper.
10. Limit purchases of perishable foods to amounts that can be used before spoilage occurs. Even at sale prices, food that spoils is not a bargain.
11. Try lower priced brands. You may like them as well as more expensive brands. Chain store and less advertised brands may be similar in quality to widely known products, yet cost less.
12. Buy a large sized item (such as cheese or meat) if it is cheaper per pound than a small sized item. Divide it into meal-sized portions, wrap and freeze.
13. Avoid shopping when you are hungry. People tend to buy more foods they don't really need when hungry.

14. If you work, pack your lunch at home. It's less expensive than eating out.

15. In the check out line, watch the checker weigh your food and ring it up. Salespeople make mistakes and you don't want to be shortchanged.

16. Check different forms of a food--fresh, canned, dehydrated, frozen--to see which is the best buy.

17. Avoid impulse shopping. Candy and magazines often are placed at the check out in hopes that you will purchase them.

18. Store foods properly to avoid waste from spoilage.

19. Buy nonfat dry milk. It is one third cheaper than fresh milk and can be used for cooking or for drinking.

20. Grated cheese costs more than equal amounts of the same cheese in wedges or sticks.

21. Specialty breads, such as French and Italian, cost up to three times more than enriched white bread with similar nutritional value.

22. A large loaf of bread does not always weigh more or contain more food value than a small loaf. Compare prices of equal weights of bread to find the better buy.

23. Day-old bread and baked goods are usually a great savings over fresh products.

24. Instant rice costs over twice as much as regular rice.

25. Cereals that claim to have 100% of a day's nutrients are usually more expensive and are not needed as part of a well balanced diet.

26. Cereals you cook yourself are almost always cheaper than boxed ready-to-serve cereals.

27. A high-priced meat with little or no waste may be more economical than a low-priced cut with a lot of bone, gristle or fat.

28. Substitute eggs, peanut butter or dried beans for meat at some meals. Use less meat by serving it in soups and casseroles.

Reprinted from *Life Skills for Single Parents: A Curriculum Guide*. Beverly M. Uhlenberg and Cary E. Estrom, University of North Dakota Grand Forks, 1988.

Working Parents: Get the Money You've Earned!

File for the Earned Income Credit--the Working Family's Tax Benefit.

You're probably eligible for the federal government's **Earned Income Credit** if you're a working parent with at least one child at home and you earned less than $20,264 last year.

This means as much as $953 in your pocket. A check could be sent directly to you--from the IRS.

You can get a check even if you earned too little to owe any income tax.

The **Earned Income Credit** is easy to get. No lines to stand in. No red tape. All you need to do is file a federal income tax return (form 1040 or 1040A) and fill out the line on the **Earned Income Credit.**

If you earned too little to owe income tax, the IRS will send you a check. If you owe income tax, the **Earned Income Credit** reduces what you pay.

There's another way to get your **Earned Income Credit.** Your employer can add it to your pay over the course of the year.

For more information, ask your employer or call the IRS toll free at **1-800-829-1040.**

Reprinted from the Earned Income Credit Campaign--A campaign made possible by the generous support of advocacy, business, labor, non-profit, and religious organizations and of state and local officials.

11.04 Information

Competency 12.0

Skills to Develop a Personal Support System

12.01 Define support system
12.02 Identify personal areas in need of support
12.03 Identify community resources for support systems
12.04 Demonstrate skills to develop a personal support system
12.05 Demonstrate skills to identify and maintain healthy relationships

Competency 12.0
Overview

In times of stress or transition, a network of friends, relatives, and others can be an important source of emotional, spiritual, and financial support. For teen parents, such support networks can be crucial in managing the conflicting demands of school, work, and family. Most of us have some sort of personal support system already in place; indeed, we probably take it for granted and don't particularly think about it. Almost everyone, however, can benefit from a closer look at their support structures. Under closer examination, areas which are lacking in support often become apparent. In addition, teen parents may be re-evaluating their friendships and other relationships as they work to build a family and establish their self-sufficiency.

In Competency 12.0, participants will develop an understanding of support networks, and will have the opportunity to critique and improve their own systems of support. Participants completing Competency 12.0: Skills to Develop a Personal Support System will be able to:

12.01 Define support system
12.02 Identify personal areas in need of support
12.03 Identify community resources for support systems
12.04 Demonstrate skills to develop a personal support system
12.05 Demonstrate skills to identify and maintain healthy relationships

Indicator 12.01 contains an overview of networking and provides examples of various types of personal support systems. In Indicator 12.02, participants complete an activity which helps them identify areas of support needing further development. Indicator 12.03 offers information on community resources for support networks, specifically information on support relating to child care. Instructors may also choose to include information pertaining to local community resources available to participants. In Indicator 12.04, participants test their ability to recognize and improve sources of support. Finally, Indicator 12.05 provides participants with an opportunity to assess their relationships with individuals and to identify characteristics of healthy relationships. The information in this indicator is geared toward evaluating romantic relationships, but most of the materials presented are relevant to all types of relationships. Instructors may want to stress that "significant other" can indicate a friend, parent, or other person with whom the participant has a close relationship.

Resources

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The Single Parent and the Networking Process

Introduction

Research regarding female single parents and networking suggests the following hypotheses:

1. Looseknit networks are supportive for women who are attempting to establish a new identity.
2. Closeknit networks are supportive for women who are attempting to maintain existing identities.
3. The role-orientation of the single mother and her network may vary over time.

Single parents in the research study who expressed the greatest distress appeared to be change-oriented and therefore felt restricted by a network system that also was restrictive. On the other hand, those single parents anxious for a greater level of stability in their lives were uncomfortable with a more casual, loose networking process. The third hypothesis leads to a general understanding that the interaction of self and supportive persons will change over time.

Whether it has been labeled as networking or even recognized as a formal process, it is important to realize that a process of seeking support systems is in effect most of the time, in some form or another, by most everybody. Research studies reveal that accidentally established systems, once identified, were logically based on the level of need of the individuals involved.

Taking the position that support systems do have a valuable place in enhancing the adaptation to single parenthood, as well as assisting the single parent's movement from adaptation to some state of growth beyond acceptance and adaptation, then it becomes appropriate and important to be able to lead the single-parent to a planned process.

The third hypothesis provides the starting point for developing an approach to networking that can be consciously and consistently applied. If networking is happening anyway, it will be more effective if fully understood.

Points to Remember:

Definition of a support system known as a **network**:

A series of personal contacts through which the individual maintains a social identity and receives emotional support,

12.01 Information

material aid and services, information and new social contacts.

Three kinds of support systems:

1. Direct services--relevant to the specific problem providing:
    a. material aids
    b. advice and information

2. Emotional support--relationships providing:
    a. security
    b. intimacy
    c. reassurance

3. Social integration--community integration providing:
    a. accessibility to new information
    b. new contacts

Characteristics of Networking

1. **Networking is a process of cultivating.**

People's status in life is dynamic--always shifting and changing. Therefore, support systems must also shift and change to be able to be responsive to the needs and values of the persons involved.

2. **Networking is a process involving two or more persons with a common interest.**

A successful network is one that produces a desirable outcome for participants. The positive outcome is the product of a shared interest of network participants. It is important to determine the common interest(s) that bind the network.

3. **Networking Information.**

Support Network: a series of personal contacts through which the individual maintains social identity and receives emotional support, material aid and services, information and new social contacts.

Definitions:
- Direct Services--material aid, advice, information, relevant to specific problem
- Emotional Support--relationships which provide security, intimacy, reassurance of growth
- Social Integration--integration into community services as well as accessibility of new information and new social contacts

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Characteristics:

a. Anchorage: the center of the network, the ego--Who's at the center?
b. Density: the degree to which network members interact with each other--How often?
c. Content: the degree to which network members have multiple or single ties--Who knows who?
d. Direction: the degree to which relationships are symmetrical--Who gets what?
e. Durability: the degree that relationships are based on obligations--Who owes what?
f. Intensity: the depth of the obligation--How much? How long?
g. Frequency: the amount of contact between members--How many times?
h. Range: the size of the network--How big?

Types of Networks:

1. Close-knit: networks composed of dense, multiple, durable and intense ties, and are positively associated with provision of services and emotional supports.

2. Loose-knit: networks positively associated with the communication of new information and the development of new social contacts.

Examples of Networks:

A. The Family of Origin Close-Knit Support Group Networking System:
   - The single parent turns to the family of origin as main source of direct services and emotional support. Contact with resources outside family is limited, usually not encouraged.

B. The Conjugal Support Group Networking System:
   - The parent has a mate, boy or girl friend, or supportive ex-spouse. This network may be close-knit with all support services coming from couple and family of origin member; or the network may be loose-knit with services provided by mate, new friends, and a community-oriented outlook.

C. The Extended Family Loose-Knit Support Group Networking System:
   - The single/married parent includes family, kin, friends, community resources as distinct sources of services; these separate distinct groups (clusters) may or may not overlap.

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Three kinds of support systems:

1. **Direct services**--relevant to the specific problem providing:

    a. material aids
    b. advice and information

2. **Emotional support**--relationships providing:

    a. security
    b. intimacy
    c. reassurance

3. **Social integration**--community integration providing:

    a. accessibility to new information
    b. new contacts

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12.01 Overhead

Networking

Points to Remember:

Definition of a support system known as a **network**:

> A series of personal contacts through which the individual maintains a social identity and receives emotional support, material aid and services, information and new social contacts.

Three kinds of support systems:

1. Direct services--relevant to the specific problem providing:
   a. material aids
   b. advice and information

2. Emotional support--relationships providing:
   a. security
   b. intimacy
   c. reassurance

3. Social integration--community integration providing:
   a. accessibility to new information
   b. new contacts

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12.01 Information

Understanding Network Systems

Purpose: To help participants gain insight into what a network is; what type of personal support networks they may have already in place; if personal support networks should be continued and/or extended.

Activities:

1. Lead participants in a discussion of definitions and terms outlined in the "Single Parent and the Networking System" and "Characteristics of Networking."

2. Draw a "map" of your perceived support network.
   a. Each student is given small disks on which is written her own name and network members' names.
   b. Disks are arranged (taped) on a larger piece of paper.
   c. Lines are drawn between network members who know each other and actively interact.

3. Participants are asked to describe their network by describing the existing relationships.

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12.01 Activity

Build a Support Network

Use the following Activity Sheet to help participants identify their current personal support networks.

Each "ray" of the sun identifies a type of relationship, such as parent, neighbor, teacher. Ask participants to name someone who fits that category and who is supportive of them in some way (financially, emotionally, spiritually).

Two lines follow each relationship type. On the first line, write the name of the person. On the second line, write that person's phone number.

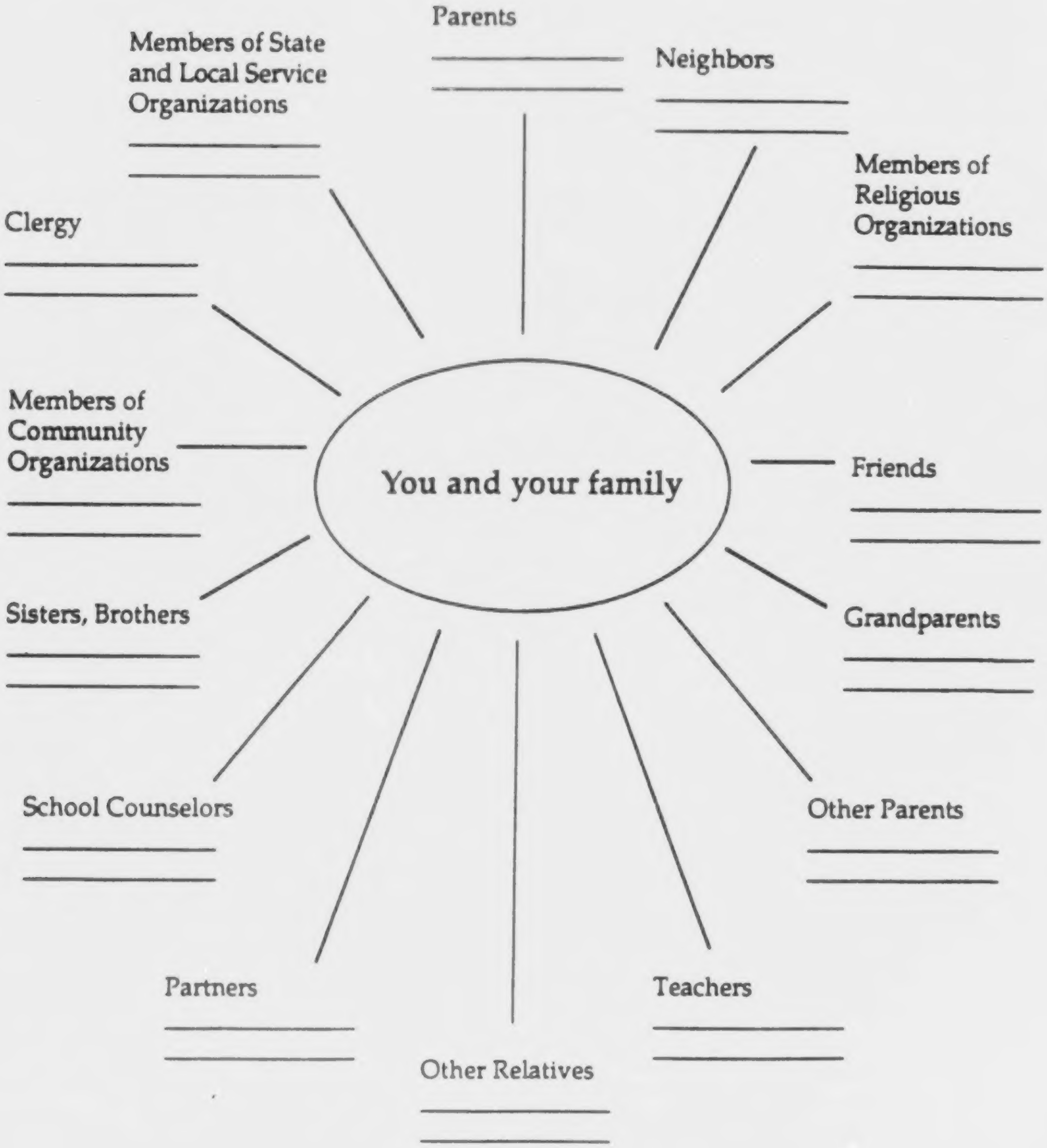
If any lines remain blank, participants might make it a goal to develop supportive relationships in those areas of their lives. Or, participants might fill in those lines with people from other categories. Participants may also include the names and phone numbers of community organizations that offer services they may use.

Participants might want to hang their rays of sunshine in the kitchen, or some other visible place, to remind them daily that they know a lot of people who care about them.

Adapted from A. Frances Lindner, *Life Skills Workbook: A Guide to Personal Growth,* Center on Education and Work, University of Wisconsin-Madison, 1987.

12.02 Activity

Build a Support Network


Parents
Members of State and Local Service Organizations
Neighbors
Members of Religious Organizations
Clergy
Members of Community Organizations
You and your family
Friends
Sisters, Brothers
Grandparents
School Counselors
Other Parents
Partners
Teachers
Other Relatives

Child Care Information

If you decide to use a day care center, there are some things to know that can help you choose the right one for you.

An important factor in a child care decision is the quality of care your child will get. To ensure that you are making the best possible decision, visit several day care settings before making a decision. Talk to the day care provider and try to get a sense if she or he is the person you want to care for your child.

Ask questions that are important to you. Let the day care provider know that you expect a certain kind of care for your child.

Before visiting a center make a list of questions that you feel are important in your decision. The list of items following this section can help you put together some of your questions.

When talking to day care staff persons be assertive about your concerns, values, parenting style, etc. Talk to the person who will be with your child during the day. Check the home or the center environment. Ask about the program and the kinds of activities for learning that are provided. What is their child care method --does it fit with your own values about child care?

For example, will your child learn to feel good about herself/himself? Will s/he learn about different cultures and ethnic backgrounds, how to get along with others, to share, etc?

Did you know that parents have the strongest influence on their children, even if the child is in a day care setting full time?

Some parents may feel uncomfortable with another person influencing their child's opinions and behavior. However, it is a fact that you, as the parent, are the most important person in your child's life. It is **your** values and opinions that will play the most important part in your child's growth.

The Department of Health and Social Services (DHHS) has offices throughout the state that can provide you with a list of licenses day care providers in your area. DHHS provides financial support for day care services to low and moderate income families. Funds are available through AFDC and through a Work Incentive Program.

If you qualify for AFDC, ask your social worker how you can receive financial support for day care while you are working, in school, or in a training program.

Adapted from A. Frances Lindner, *Life Skills Workbook: A Guide to Personal Growth,* Center on Education and Work, University of Wisconsin-Madison, 1987.

12.03 Information

Child Care Checklist

WHAT IS QUALITY CHILD CARE?

That question has no easy, quick answers. To parents, evaluating child care may seem an overwhelming task, especially if you're new to child care services.

This checklist can help. Use it in whatever way best suits your needs. For a thorough evaluation, go through the entire checklist, section by section. Or, if you prefer, zero in on parts that seem most important to you.

CAREGIVERS

Some things to look for . . .

☐ Do the caregivers genuinely seem to enjoy working with young children?
☐ Do they seem to be warm, loving people?
☐ Do they talk with you, the parent, openly and straightforwardly about their policies?
☐ Do they have training and experience in child care?
☐ Do the caregivers seem to get along well with each other?
☐ Do they receive regular, ongoing additional training related to their jobs?
☐ Do the caregivers seem to get along well with each other?

CAREGIVER/CHILD INTERACTIONS

☐ Do the caregivers get down to child's eye level when talking or listening to children?
☐ Do they encourage children to express their feelings verbally?
☐ Do they encourage children to work out negative feelings--anger, fear, frustration--without hurting others?
☐ Do caregivers respect individual differences among the children?
☐ Do disciplinary measures focus on what the child is to do, rather than what not to do?
☐ Do caregivers set reasonable limits with children and also allow children to make choices when appropriate?
☐ Do they discipline with words, tone of voice and actions that show respect for children?
☐ Do caregivers show patience in letting children do something for themselves and exert their independence?
☐ Do the children seem comfortable in coming up to talk to the caregivers?
☐ Do the children seem happily occupied and relaxed?
☐ Does the ratio of children to caregivers meet the recommendations outlined below?

GROUP DAY CARE CENTERS (licensed to care for 9 or more children)

Age of Children (yrs)	Child:Staff Ratio*	Maximum Group Size
0-2	4:1	8
2-2 1/2	6:1	12
2 1/2-3	8:1	16
3-4	10:1	20
4-5	13:1	24
5-6	17:1	32
6 & up	18:1	32

*These ratios are adjusted for mixed age groups.

FAMILY DAY CARE CENTERS (licensed to care for 4-8 children)
In general, a family child care provider should care for no more than 8 children, including his or her own.

Children Under 2 Years	Children 2 to 7 Years	Maximum Group Size
0 +	8	8
1 +	7	8
2 +	5	7 (+1)
3 +	2	5 (+3)
4 +	0	4 (+2)

PROGRAM/ACTIVITIES

- ☐ Is there a regular daily schedule? Is it organized, without being rigid?
- ☐ Are activities geared for different age and developmental levels?
- ☐ Are there both indoor and outdoor activities?
- ☐ Is time provided for both physical activity and rest play?
- ☐ Is there a nap or rest period?
- ☐ Are there structured activities, as well as free play when children can choose what to do?
- ☐ Are there opportunities for different types of interactions--large group play, playing with a few other children, playing alone?
- ☐ Are there materials for:
    - ☐ dramatic play--dolls, puppets, dress-up clothes?
    - ☐ language skills--reading books, activity books, a reading corner?
    - ☐ creative movement and music--records, instruments, dance props?
    - ☐ gross motor exercise--climbing structures, riding toys, tumbling mats?
    - ☐ fine motor exercise--puzzles, sorting boxes, pegboards?
    - ☐ art materials--crayons, paints, scissors, clay?
    - ☐ sand and water play?
- ☐ Are there living plants and animals for children to observe and care for?
- ☐ Are the children occasionally taken out into the community for activities--parks, libraries, museums, field trips?

☐ When the children are transported, are seat belts or age-appropriate car seats used?
☐ Do the children have opportunities to learn about sharing and getting along with others?
☐ Are there opportunities to learn about the child's own and other's cultures and to learn respect for people of different ages, races, cultures and abilities?

PHYSICAL ENVIRONMENT

☐ Are the play areas clean and large enough so children can move freely and safely, without activities interfering with each other?
☐ Is the playground safe and supervised by an adult so that children can't wander away?
☐ Is play equipment (indoor and outdoor) sturdy and in good repair?
☐ Are games, toys, etc., stored where the children can get to them?
☐ Are wall displays at child's eye level?
☐ Are unused electrical sockets covered with safety caps?
☐ Are cleaning fluids, medications, poisons, sharp tools, matches, etc., stored away from children?
☐ Is the center or home free of other hazards: peeling paint, exposed electrical wires, uncovered hot water pipes, unprotected hot radiators or heaters?
☐ Is there an emergency evacuation plan posted, and are fire safety drills practiced?
☐ Are emergency telephone numbers posted by the telephones?
☐ Is there adequate heat, ventilation and lighting?
☐ Are bathrooms clean and sanitary?
☐ Are there footstools in the bathrooms to help young children reach toilets and sinks?

MEALS AND SNACKS

☐ Are meals and snacks balanced and wholesome?
☐ Do the staff and children wash hands before eating and preparing meals?
☐ Is the food preparation area clean and sanitary?
☐ Are menus posted in advance?
☐ Does mealtime seem enjoyable, relaxed and unhurried?
☐ Do the staff members sit with the children at the tables?

EXTRA CONSIDERATIONS FOR SPECIAL AGE GROUPS

Infants and Toddlers

☐ Do the caregivers provide enough cuddling, holding and attention?
☐ Do they spend time playing with and talking to the baby?
☐ Do they provide stimulation by naming things and pointing out things to look at and touch?
☐ Is the physical setting baby-proofed-gates on stairways, caps on electrical outlets, etc.?
☐ Is there a safe place to sleep where the child can't roll out and be injured?

School-Age Children

- ☐ Are activities varied, with recreational activities, rest and quiet areas, and freedom for children to select activities?
- ☐ Are activities provided that will be interesting for this age level, rather than just an extension of day care activities?
- ☐ Are staff able to understand and cope with the conflicts and confusions that come up with older children?
- ☐ Is there a place to do homework?
- ☐ Will the children be accompanied by an adult from school to the child care center?

GENERAL THINGS TO LOOK FOR

- ☐ Is the license posted?
- ☐ Are the parents' visits, announced or unannounced, welcome anytime?
- ☐ Are there opportunities for parent/caregiver communication?
- ☐ Is this the kind of place you would enjoy spending your day?

Adapted from "Child Care Checklist," Division of Community Services, Wisconsin Department of Health and Social Services, Madison, Wisconsin.

Myself and Significant People and Events

On a separate sheet of paper, write a response to each question. After completion of the handout, share your responses with another person. Share only what you wish to.

1. The most important person in my childhood. How she/he treated me; talked with me; taught me; words I would use to describe her/him.

2. My happiest childhood memory; who was involved; what happened.

3. Something important I learned to do when I was a child; who noticed my achievement; what was said or told to me because of what I could do.

4. The members of my family of origin; the one(s) I was closest to; the one(s) I admired.

5. Some problem or obstacle that I overcame when I was a child; what help I received; what I learned from this effort.

6. The person who influenced me most when I in the past five years; how this influence affects me now.

7. What I could do well as a child; what I wished I had tried to do.

8. The best friend(s) I have; what is important to me in friendship.

9. Important decisions I have made; who or what helped me decide; were they good or bad decisions?

10. My greatest strengths;

11. Weaknesses I need to overcome; persons or resources to help me overcome them.

12. My goal for the next 6 months; resources I have to meet the goal; help I will need.

Adapted from *Single Parent/Homemaker Training for Life Skills Handbook--Final Report.* Office of Vocational Education, Kentucky Department of Education, 1988.

12.04 Activity

Evaluating Your Relationships

Answer the following questions about your personal support network:

1. Is your network "close-knit" (you, your boyfriend/husband, family of origin, kin, some friends)?
2. Is your network "loose-knit" (you, family, friends, work acquaintances, community resources)?
3. Does your network serve to maintain your present status or does it serve to help you change your present status? How so?

Select an important person in your personal support network, and answer the following questions about your relationship with that person.

1. What was the basis for the relationship in the first place (family, friend, employer, classmate, etc.)?
2. Who encouraged the continuation of the relationship, you or the other person?
3. Why do you think the relationship continues (advice, information, security, intimacy, social contact, obligations)?
4. Is the relationship two-way, give and take?
5. Is the relationship based on some sort of obligation (I have to ask this person because . . .)?
6. How often is contact made (do you interact daily, weekly, monthly)?
7. Do you enjoy the interactions? (Do you feel better afterwards or do you feel anxious afterwards?)
8. Are you receiving something of value from this relationship?
9. Is this relationship one you would choose to continue?
10. Is this relationship similar to other relationships within your personal support network?

Adapted from *Single Parent / Homemaker Training for Life Skills Handbook--Final Report.* Office of Vocational Education, Kentucky Department of Education, 1988.

12.04 Activity

Your Personal Support Network

1. Who makes up your close personal support network? Which members of your family are part of your personal support network? Your close friends?

____

____

____

2. Do these people live with or near you? ______________________

____

3. How many people make up this network? ______________________

4. How often do you interact with members of this support network?

____

5. Are traditional sex roles in place in this network? (Males providing financial and household assistance; females providing child care, housework, and emotional support?)

____

____

____

6. What kinds of obligations do you have within and to this network?

____

____

____

7. What do you "get" from this network? (Check all that apply.)

____ child care
____ financial support
____ repair and maintenance
____ other ____________
____ other ____________
____ sense of security
____ emotional support
____ reassurance
____ sense of personal worth
____ other ____________

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12.04 Activity

8. Do you "pay" for what you "get" from your personal support network (emotional obligations, guilt, money, services)? If so, how?

9. Do you feel good about your place in the network? ____________________

10. Do you feel your network isolates you from your larger community or from social groups? Does it promote involvement in your community?

11. Does this personal support network help you grow personally? Does it stifle your personal growth or discourage you from changing?

12. Are you satisfied with your personal support network? ____________________

13. What are some changes you would like to see in your personal support network?

Sarah Hendon, Center on Education and Work, University of Wisconsin-Madison, 1994.

Your "Significant Others"

1. List the five most important people in your life *other than* your child or children.
   1. ______________________________
   2. ______________________________
   3. ______________________________
   4. ______________________________
   5. ______________________________

2. Which one of these people is the *most* important person in your life?

____

3. Check the reasons you consider this person to be important in your life.

_____ deep emotional love

_____ feelings of dependence on the person

_____ this person provided or provides physical or financial security

_____ this person is the parent of your child(ren)

_____ this person is dependent on you

_____ it is expected

_____ other ______________________________

_____ other ______________________________

_____ other ______________________________

4. Who "holds the power" in this relationship? That is, who makes the decisions, "needs" the relationship less, decides if the relationship will continue, and why.

____

____

____

12.05 Activity

5. Check the various types of pressures you feel from this person.

_____ to work outside the home

_____ to work within the home

_____ to provide financial support

_____ to provide emotional support

_____ to provide transportation

_____ to provide food, shelter, and/or other basic needs

_____ to "look" or dress a certain way

_____ to act a certain way

_____ unrealistic jealousy

_____ fear of abuse or neglect

_____ to be available for sex

_____ to limit the time you spend with others

_____ fear of mistreatment of your child(ren)

_____ inability to make your own decisions

_____ fear of ridicule for your thoughts or actions

_____ to provide constant companionship

6. Check the various types of pressure you feel you may add to the life of this person.

_____ to work outside the home

_____ to work within the home

_____ to provide financial support

_____ to provide emotional support

_____ to provide transportation

_____ to provide food, shelter, and/or other basic needs

_____ to "look" or dress a certain way

_____ to act a certain way

_____ unrealistic jealousy

_____ fear of abuse or neglect

_____ to be available for sex

_____ to limit the time s/he spends with others

_____ fear of mistreatment of his/her child(ren)

_____ inability to make his/her own decisions

_____ fear of ridicule for his/her thoughts or actions

_____ to provide constant companionship

7. Do you feel this is a "healthy" relationship? Why or why not? _____

8. Based on your answers to numbers 5 and 6, what are some "unhealthy" aspects of this relationship? _____

9. Are there ways you would like this relationship to change? If so, what are they? _____

10. Are these changes likely to take place? _____

11. What are some positive aspects of this relationship? _____

12. Is this a relationship you want to continue? Why or why not? _____

Based on materials from *"Significant Others," Final Report.* ReEntry Center, Northern Kentucky University, Highlands Heights, Kentucky, June 1991.

Pressures on Decision Making

1. List the three most important decisions you have made in the past month:

   1)

   2)

   3)

2. Did you make these decisions by yourself or with your partner or a significant other?

3. If your partner or significant other influenced your decision, how? To what extent?

4. If you had made these decisions without pressure from your partner or significant other, would you have made the same decisions?

5. What would have happened if you had ignored the pressure for your partner or significant other in making your decisions?

Based on materials from *"Significant Others," Final Report.* ReEntry Center, Northern Kentuck University, Highlands Heights, Kentucky, June 1991.

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12.05 Activity

Your Ideal Partner?

In the first column, check those duties or characteristics you would expect from the "ideal" partner. In the second column, check those duties or characteristics that your current partner provides or has. (If you currently do not have a partner or boyfriend, think about your last relationship or about a relationship with another "significant other" in your life such as a friend or parent.) After you are finished filling out this sheet, discuss with your classmates some of the things you expect from an ideal partner. As a class, make up your own list of things you would expect from an ideal partner.

ideal partner	current partner	
_____	_____	Earning a living
_____	_____	Providing emotional support
_____	_____	Being passionate and romantic
_____	_____	Cleaning the house
_____	_____	Changing diapers
_____	_____	Fixing meals
_____	_____	Sharing in household expenses
_____	_____	Providing financially for the family
_____	_____	Raising your status with your peers
_____	_____	Keeping you from feeling lonely
_____	_____	Providing for all of your emotional and financial needs
_____	_____	Giving gifts and compliments on special occasions
_____	_____	Disciplining the children
_____	_____	Making financial decisions regarding the family
_____	_____	Taking out the trash
_____	_____	Taking the children to day care, the doctor, etc.
_____	_____	Being a good parent
_____	_____	Treating you as an equal
_____	_____	Protecting you from emotional and physical harm
_____	_____	Communicating openly and honestly
_____	_____	Following through on promises made
_____	_____	Being there for you when you need him or her
_____	_____	Staying out of trouble (i.e., jail, illegal or dangerous activities)
_____	_____	Accepting you as you are no matter what
_____	_____	Pressuring you to change
_____	_____	Challenging you to grow and develop
_____	_____	Providing companionship
_____	_____	Providing excitement and entertainment
_____	_____	Making you feel needed
_____	_____	Making you feel better about yourself

Sarah Hendon, Center on Education and Work, University of Wisconsin-Madison, 1994.

12.05 Activity

What Makes a Good Relationship?

Any relationship has its good and bad points, its happy times and rocky periods. However, in healthy, positive relationships, there are certain positive elements that form a strong foundation for the relationship to work well.

Below are a few elements that one might find in a healthy, positive relationship, and some elements that could be destructive to a relationship or that indicate an unhealthy relationship.

Elements of a Healthy Relationship

- **Self-esteem:** Both individuals have good self-esteem; the relationship does not damage the self-esteem of either individual.
- **Support:** Each individual in the relationship strives to reach his or her own potential; the relationship does not prevent either person from striving toward their goals.
- **Growth:** The relationship has enought flexibility to change as the individuals in the relationship grow and develop.
- **Trust:** The individuals in the relationship trust each other.
- **Honesty:** The individuals in the relationship are honest with themselves and each other.
- **Communication:** The individuals in the relationship maintain open and honest communication.

Destructive Elements in a Relationship

- **Excessive jealousy:** Jealousy is not a measure of love. A little bit of jealousy is natural in a relationship, but excessive jealousy is often a sign of insecurity or low self-esteem.
- **Dependency:** Both individuals may depend on each other for certain things, but excessive dependency is not healthy.
- **Abuse or neglect:** Abuse and neglect are never elements of a healthy relationship.

Based partly on materials from *"Significant Others," Final Report.* ReEntry Center, Northern Kentucky University, Highlands Heights, Kentucky, June 1991.

12.05 Information

Evaluating Your Relationship

Think of a primary relationship in your life: your relationship with your partner or boyfriend, or with another "significant other" in your life such as a friend or parent. Thinking of this relationship, answer the following questions "yes" or "no."

_____ 1. Do you feel comfortable talking to your partner/significant other about things that bother you?

_____ 2. Do you feel that your partner/significant other understands you?

_____ 3. Do you and your partner/significant other maintain your own separate interests and activities?

_____ 4. Do you and your partner/significant other take a genuine interest in each others' lives?

_____ 5. Do you and your partner/significant other support each others' growth and development?

_____ 6. Do you have other important relationships?

_____ 7. Is your partner/significant other supportive of your other important relationships?

_____ 8. Do you maintain a certain amount of independence?

_____ 9. Do you feel that you are a worthwhile person outside the relationship?

_____ 10. Can you be yourself around your partner/significant other?

_____ 11. Do you and your partner/significant other work to improve your relationship?

_____ 12. Do you feel you have become a better person because of this relationship?

_____ 13. Can this relationship adapt as you grow and develop personally?

_____ 14. Is your relationship free of fear, coercion, and intimidation?

_____ 15. Do you feel your partner/significant other is or would make a good parent?

_____ 16. Can you generally rely on your partner/significant other to do what s/he says s/he will do?

12.05 Activity

_____ 17. Do you trust your partner/significant other?

_____ 18. Do you and your partner/significant other share basic values and beliefs?

_____ 19. Do you feel safe in this relationship?

_____ 20. Do you feel that your partner/significant other can serve as a good role model for your child(ren)?

Give yourself 5 points per question for "yes" answers. While no relationship is perfect, picture 100 points as indicating an excellent relationship and below 70 as indicating a relationship that may not be emotionally healthy. Where does your relationship fall on this scale? On a blank sheet of paper, write out some of your thoughts on the good and bad aspects of this relationship, and about why you are still in this relationship.

Sarah Hendon, Center on Education and Work, University of Wisconsin-Madsion, 1994. Based partly on materials from *Entering Adulthood: Living in Relationships. A Curriculum for Grades 9-12.* Betty M. Hubbard, Network Publications, 1991.

Examining Relationships

This exercise encourages members to examine past or present relationships. Questions should be answered individually, then may be shared in small groups.

1. In which two areas have you grown since you have been in this relationship? (In which two areas did you grow when your were in this relationship?)

2. What things did you yoused to do that you are now afraid to do? (What things did you become afraid to do?)

3. What activities have you stopped doing? (What activities did you stop doing?)

4. What new things have you tried since you have been in this relationship? (What new things did you try when you were in this relationship?)

5. Do you give more than you receive? (Did you give more than you received?)

6. Do you receive more than you give? (Did you receive more than you gave?)

7. Do you feel that most of your rights have been taken away? (Did you feel that most of your rights had been taken away?)

8. Do you feel taken advantage of? (Did you feel taken advantage of?)

Concluding Remarks

The first four questions give you some indication of whether or not you have grown, or did grow, as an individual during this relationship.

Questions 5 through 8 indicate your ability to have your rights recognized in the relationship.

If you are in a relationship in which you are not growing, you should first examine your own actions to see whether by changing them you can improve the relationship.

If you make your best effort and the other person refuses to cooperate, you have to ask yourself if this relationship should last.

If you have been in a relationship for a number of years and you want to change some of your actions, you will increase your chances of succeeding by letting the other person know how you are feeling and what the person can expect.

Adapted from *The Woman Within*. Women's Educational Equity Act Program, U.S. Department of Education, Washington, D.C.

Questions to Ask about Commitment

Are you thinking about getting married, moving in with your partner, or making a serious commitment in a relationship? These kinds of decisions may have serious consequences for your future and for you and your child's well-being. Answer the following questions as best you can and with honesty; it may help you to clarify your feelings and make a good decision.

1. How do you feel about your partner?

2. How do you feel about living with your partner on a day-to-day, long-term basis?

3. When you are together with your partner, do you spend much of your time disagreeing and quarreling?

4. Do you really know each other as persons and understand who you both are as individuals?

5. Does your partner have habits or traits that you "cannot stand"?

6. Does your partner approve of your interests and activities, and support you in doing them? Does your partner help you feel good about yourself?

7. Do you both grow emotionally from being together?

12.05 Activity

8. Has the relationship helped you understand yourself better?

9. Do you share similar spiritual values?

10. Has your partner every been physically violent with you? With anyone else?

11. What are your concerns about staying in school and how does your partner feel about it?

12. Does your partner encourage your finishing school and/or getting training or employment?

13. Does your partner accept your friendships with other people?

14. Does your relationship give you more energy to accomplish what you need and want to do?

15. Does your partner respect and treat your child with loving care?

16. Are you being realistic about your relationship?

17. How would your present child affect your relationship?

18. Can you depend upon your partner to help you with baby-sitting and other child care responsibilities?

19. Who can you talk to about your decision?

20. How does your partner answer these questions?

21. What are your concerns or hesitations about becoming more committed to this relationship?

22. What is your relationship like with your partner's family?

23. How do your parents feel about this relationship?

24. How will this commitment affect your future? How will it change your life?

Adapted from *Career Survival Kit for Teen Education and Employment: Personal Choices Personal Power*. A. Frances Lindner, Vocational Studies Center, University of Wisconsin-Madison, 1987.

Competency 13.0

Skills to Nurture Children

13.01 Describe nurturing
13.02 Identify and demonstrate positive nurturing skills
13.03 Identify strategies for appropriate discipline
13.04 Identify community resources for nurturing family members and friends

Competency 13.0
Overview

Women have traditionally been identified as "nurturers" in their roles as wives and mothers, as well as in the workplace in such jobs as nursing or child care. It would seem that for women, nurturing others is simply second nature. But the ways in which women nurture are not always beneficial, both to those that women nurture and to women themselves. Often, women nurture others to the extent that they forget to nurture themselves. Other times, women who are teen parents may find their nurturing skills pushed to the limit because of the many pressures they face. For these reasons, examining, evaluating and developing nurturing skills are important parts of self-development.

Competency 13.0 helps participants explore their patterns of nurturing and assists them in improving these patterns. Participants completing Competency 13.0: Skills to Nurture Other Family Members and Friends will be able to:

13.01 Describe nurturing
13.02 Identify and demonstrate positive nurturing skills
13.03 Identify strategies for appropriate discipline.
13.04 Identify community resources for nurturing family members and friends

Indicator 13.01 includes a look at family nurturing routines and communication methods. Indicator 13.02 identifies positive means of nurturing and encourages instructors to facilitate discussion on the positive and negative aspects of participants' nurturing habits. Indicator 13.03 helps participants identify strategies for appropriate discipline, and identifies ways to avoid behavior that can lead to child abuse. Indicator 13.04 gives instructors the opportunity to inform participants of available community resources.

Resources

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Raising Happy, Healthy Children

The goal of parenting is to raise happy, healthy children who will develop into responsible, contributing adults. Parenting is a great challenge and a long-term commitment, but it can also be a most fulfilling and rewarding experience.

A major task for parents is to **provide and protect**. It is parent's responsibility to keep children physically safe and healthy. In the early years this means being with children constantly or arranging for another adult to care for them. Parents physically need to keep young children out of dangerous situations and, at the same time, teach them how to keep themselves safe. Parents are responsible for providing children with nutritious food as well as teaching them how to choose healthy foods. They need to supervise as well as teach good personal hygiene habits. Parents are responsible for arranging for medical care and treatment, such as immunizations.

Another task for parents is to **teach and guide**. A parent is a child's first teacher. Motor skills, language, social skills, and intellectual skills are learned because children imitate what they see and hear. Skills are also learned because parents arrange opportunities for children to have new experiences and to practice what they wish them to learn. It is important that parents teach young children the skills which they will need to succeed in school and to work with educators in a positive and supportive way because this promotes children's school success. Parents also teach children what is and is not acceptable behavior and what our society expects of them. We refer to this type of teaching as discipline.

A third important parenting task is to **love and nurture**. A parent's unconditional love gives a child a feeling of security and helps a child build self-esteem. A parent's love empowers a child to reach his/her full potential.

Reprinted from *Life Skills for Single Parents: A Curriculum Guide*. Beverly M. Uhlenberg and Cary E. Estrom, University of North Dakota Grand Forks, Bureau of Educational Services and Applied Research, 1988.

13.01 Information

Establishing Nurturing Routines

A routine is a consistent way of doing things. Routines are usually established by parents to manage their own behavior, and the behavior of their children. Some family routines may be cleaning the home on Saturday mornings, doing laundry on Wednesday evenings, saying grace at the dinner table, etc.

A nurturing routine is a consistent way of doing things that promotes a child's self-concept and self-esteem. Nurturing routines are established by parents to reinforce the positive overall growth of their children. Nurturing routines tell kids that the way to do things in our family helps everyone feel good about themselves. And feeling good about yourself is very important for acting appropriately and doing good things.

Nurturing Routines Help Establish Consistency

Children feel secure when they know what to expect. The security they feel allows them to learn to trust people important to them, like their mother and father. From trusting parents comes the natural response of being able to trust others.

Nurturing Routines Help Establish a Positive Self-Esteem and Positive Self-Concept

Positive feelings toward oneself and positive thoughts about oneself are two important personality traits which emerge from nurturing routines. Without positive feelings and thoughts about oneself, there is little chance that the child will treat others with respect and kindness. Since he thinks and feels badly about himself, it's likely that he will feel and think badly about others. Nurturing routines help develop in the child a positive regard for self which ultimately leads to positive regard for others.

Nurturing Routines Help Establish Empathy

Doing something consistently, and doing it with concern for a child's self-concept and self-esteem, helps the child develop a sense of trust. Children learn that adults are people who care for them and help them to get their needs met. This feeling of trust leads to feelings of caring for others as the child continues to mature. Empathy, the awareness of the needs of others, is a primary and necessary characteristic of nurturing parents and children.

13.01 Information

Important Ingredients in Nurturing Routines

Nurturing routines consist of:

- Gentle, positive touch: hugs, kisses, tickles, massages.
- Praise for being and doing: "Mommy really loves you" (being); "What a good listener you are" (doing).
- Happy, pleasant expressions and tone of voice: smiles, light cheerful voice.
- Caring, empathetic caregivers: being aware of the needs of children.
- Fun: games, finger plays, songs, dance.
- Consistency: being predictable.

Types of Nurturing Routines

Nurturing routines can best be established in the following areas of parent-child interactions:

- Diapering and Dressing Time
- Feeding Time
- Bath Time
- Bedtime

When is it Best to Begin Nurturing Routines?

Parents should begin to establish nurturing routines the moment they bring their baby home. Starting early is the best way to establish consistent, caring and loving parent-child interactions.

Reprinted from Stephen J. Bavolek, Ph.D. and Juliana Dellinger Bavolek, MSE, *Nurturing Program-for Parents and Children, Birth to Five Years: Parent Handbook* by permission of Family Development Resources, Park City, Utah.

Important Ingredients in Nurturing Routines

- Gentle, positive touch
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- Caring, empathetic caregivers
- Fun
- Consistency

Reprinted from Stephen J. Bavolek, Ph.D. and Juliana Dellinger Bavolek, MSE, *Nurturing Program-for Parents and Children, Birth to Five Years: Parent Handbook* by permission of Family Development Resources, Park City, Utah.

13.01 Overhead

Authority

Parenting usually fits into one of three categories:

1. **Authoritarian**: Parent plays a power role and makes all the rules. Rules are enforced by reward or punishment. Obedience is valued as a virtue. Parent attempts to shape, control and evaluate the child's behavior in accordance with a set standard of conduct. Parent does not encourage verbal give and take, believing that the child should accept his/her word for what is right.

2. **Permissive**: Child does as she/he pleases, regardless of parent's needs. Parent attempts to behave in a non-punitive, accepting and positive manner. Parent makes few demands for orderly behavior. Parent allows child to regulate his/her own activities as much as possible. Externally defined standards are not important. Parent attempts to use reason and manipulation, but not control and power, to accomplish her/his ends.

3. **Authoritative**: Parent shares with the child the reasoning behind her/his policy which provides the child with additional information to help him/her understand parent's instructions. This functions as the basis for the development of values in the child. Parent encourages verbal give and take and considers the child's objections. She/he exerts firm control at the point of parent/child disagreement, but does not hem a child in with unnecessary restrictions. Parent recognizes own rights as an adult, but also recognizes the child's individual rights, interests and special needs.

4. Other factors to consider that influence authority are:

   a. Some parents may be more authoritarian when their children are younger and become more permissive as their children grow older, whereas other parents may be more permissive with younger children and become more authoritarian when their children approach adolescence.

   b. In issues of health and safety, parents are more authoritarian (e.g. no choice about playing in the street or going to the doctor).

   c. Stress or special circumstances can cause a shift to either more authoritarian or permissive.

Reprinted from *Balancing Work and Family*, 1985, by permission of the Minnesota Vocational Education Work and Family Institute.

13.01 Information

Meeting Your Child's Needs

If there's one thing that June Cleaver did well, it was meeting the needs of her children. That perfect role model is one that most of the Baby Boomer generation grew up with and is perhaps the reason why, when coupled with the feminist movement, a new character was introduced to our society: Super Mom. Almost every working mother has been faced with trying to live up to June Cleaver's image and to be the ultimate career woman at the same time. It's not possible.

Interestingly, fathers have not been faced with that problem. No one ever uses the term Super Dad. That's probably because society has allowed men to escape the guilt of being both a father and a career man. At our house we have a refrigerator magnet that says, "Why doesn't anyone ever ask a man how he can have a family and a career?"

Meeting your child's needs while working is basically a balancing act. It requires you to:

- Set priorities.
- Divide up responsibilities of parenting.
- Put your family and career in perspective.
- Communicate with your spouse and work together.

If you are an idealist, you will probably have more trouble because you hold high standards for yourself. You do not have to cut back on your standards, but you may need to cut back on the number of items you have standards for. You may be able to only keep a clean house while ignoring the sheets and pillowcases you would like to iron. Choose carefully what you want to be perfect, as you will not have time to do everything perfectly.

Building Self-Esteem

Every parent's goal is to have well-rounded children who are able to cope with the world and eventually make it on their own. However, how does one do this? Each child is different in personality and temperament. At first it may seem impossible, but it is not. Building a child's self-esteem is basically the result of an attitude that the parents have toward the child.

- Treat your children with dignity and respect. Don't ridicule or embarrass them.

- Remember that every child has self-worth. Don't tear away his or her worth by making him or her dependent on you.

- Love your child, even when he or she is being unlovable.

- Give your child a chance for independence at each age.

- Offer positive reinforcement to your child for the good things that he or she does.

This attitude will foster maturity appropriate for the age of your child. One of the hardest things about being a parent is that you have to grow up. If you are used to having temper tantrums and continue to do so as a parent, don't be surprised when your child has them also. The best parents are role models for their children.

Self-Esteem Techniques for Different Ages

1. **Infants:** With infants the vast majority of self-esteem building comes from giving them a consistent level of security and love.

2. **Toddlers:** The toddler's world is one of discovery, which can be both exciting and frightening. The self-esteem of toddlers can be undermined if every time they stumble or are scared, you reinforce their fright. This is not to say you should ignore them, but if you are overly responsive, they soon learn that the world is a scary and a hurtful place, thus lowering their self-esteem. This is a time when children naturally suffer from separation anxiety. They need to know you are there, but should not be made to feel they can't function without you. It is natural for toddlers to explore the world and start to break away. Set limits that they understand.

3. **Preschoolers:** Once in preschool, building a child's self-esteem becomes the responsibility of the parents and the teacher. If you see your child coming home less confident than he or she previously was, talk to the teacher. The child is going through a new experience (school), so a certain amount of concern by the child is natural. If you have already supplied your child with self-esteem, this momentary lapse if natural. Try to put yourself in your child's shoes. How would you react to the situation?

4. **Elementary-age children:** Your child has now entered a world where his or her self-esteem will be tested daily. Each day the elementary-age child is asked to learn new material, try new ideas, experience new concepts. At this point in your life as a parent you become a coach and cheerleader, encouraging your children, giving them pep talks, showing them that you believe in their abilities. Keeping communication lines open is important at this age.

During each stage of your child's life, the emphasis on how to help your child maintain and increase self-esteem may vary. However, your basic attitude toward your child should not. If the child senses that you don't think he or she can do it (whatever it is), then your child will lose self-esteem. Be aware of how you communicate both verbally and nonverbally with your children.

Helping Your Child Grow

Most of you are aware of the various stages of physical growth your children go through. You can't help but be aware because every time you turn around, they've outgrown their clothes again. But are you aware that your child grows in *five* different ways?

Areas of growth:

1. Physical.
2. Emotional.
3. Mental.
4. Social.
5. Spiritual.

Helping Your Child Grow Physically

You can help your child grow by providing him or her with:

- Healthy, nutritional meals.
- Exercise.
- Rest.
- Routine health checkups.
- Preventative health care.

Helping Your Child Grow Emotionally

The emotional life of your child is interrelated with his or her self-esteem. An emotionally healthy child is a well-balanced child, able to cope with problems, use resources and act independently. You can help your child grow emotionally by:

- Treating your child with dignity and respect.
- Fostering independence.
- Loving your child.
- Helping your child find solutions for problems, not solving his or her problems for him or her.
- Helping your child meet crisis situations in a calm manner.

That's a big order, isn't it? Naturally, it's easier if you have matured emotionally.

Helping Your Child Grow Mentally

There are numerous books on the market that tell you how to teach your preschooler and even your infant how to read. Children are being expected to perform at higher levels educationally than ever before. Within the home you can help your child grow mentally by:

- Fostering a spirit of inquiry and curiosity.
- Encouraging reading and writing.
- Encouraging your children to question their universe.
- Providing reference materials in the home so homework can be done efficiently.
- Playing games that expand the mind.

Like self-esteem, mental growth is an attitude, one that doesn't need extensive resources. Every one of us knows a child whose parents pooh-poohed education, but overcame this to become a college professor or other intellectual achiever. For every one of those who have escaped a home that is a mental wasteland, there are 100 such achievers whose parents fostered their mental growth.

Helping Your Child Grow Socially

Our society helps us with this one because many of our social customs and institutions are built around what is socially normal. As in other areas of growth, you will be better prepared for what is normal socially with your second child than your first, and with your third child than your second. If you are unsure what your community's standards are, ask around. This does not mean that your daughter has to start dating at age 12 if the majority of her classmates are. But at least you will know what peer pressures you are operating against. To help your child grow socially:

- Encourage appropriate social interaction for your child's age.
- Encourage your child to have friends.
- Be aware of what is socially acceptable for your child's age group in your community.
- Take your child's personality into consideration. Not all children will be ready to socialize at the same time.
- Discuss with your child what is and is not socially acceptable for his or her age. Foster independence.

Helping Your Child Grow Spiritually

Many parents are totally unaware or very uncomfortable when it comes to helping their children grow spiritually. A child's spiritual growth is helping the child understand his or her place in the grand scheme of things. For many parents, this means belonging to an organized religion. For others it is showing a deep reverence for life. While for others it is answering the child's questions about life in a matter-of-fact manner. For most children, spiritual awareness is their last area of growth. (Many adults are still growing spiritually.) Most parents will only lay the foundations for spiritual growth.

You can help your child grow spiritually by:

- Answering the "big" questions about life and death, the universe, the meaning of life in a matter-of-fact manner as best you can.
- Encouraging him or her to be active in the organized religion you are active in.
- Encouraging him or her to look at a variety of religions or philosophies if you do not have an organized religion.
- Discussing spiritual matters in your home so that he or she is comfortable with such concepts.
- Agreeing between yourselves, if yours is a religiously mixed family, on the basic concepts you want your child to have.

Fostering Independence

Throughout this chapter it has been suggested that you foster independence in your children.

There are a variety of ways to foster independence:

- Encourage your child to do things for himself or herself. If for example, you know that he or she can dress himself or herself, then encourage that. You may be surprised at some of the outfits arrived at, but it gives you an opportunity for teaching your child about color coordination. Have a button made that says, "I dressed myself this morning," thus giving your child pride (and explaining the odd combination when you send him off to preschool).
- Encourage your child to try new things.
- Assign chores that are appropriate for their ages and let them set their own schedules to meet deadlines.
- Don't communicate (verbally or nonverbally) your concern when your child tries something new. Remember, children are natural risk takers, adults are not. Just because they make one mistake doesn't mean they're washed up for life. This is not to say you should allow your children to do everything they want. As much as a three-year-old wants to play in the street, it is not safe, so you need to set limits. Be realistic, however, in the limits you set. For example, it is unrealistic to tell your children they cannot ride a bike until they are 12 because children are physically and mentally capable of doing so at a much earlier age.
- Give your children opportunities to test their independence in a protective environment.

Appropriate Amounts of Independence

Parents with more than one child have the advantage of knowing what is appropriate in terms of the amount of independence children should have because they have already learned (or experimented) with their first child. Unfortunately, there are not any hard and fast rules about what is appropriate because the amount of independence varies based on individuals, community standards, religious upbringing and cultural standards. For example, observations of friends of ours that live in Sweden show a marked difference between the way independence is viewed for children in Sweden and the United States. Swedish parents expect their children to be dependent until they start to school at age seven. Then the children are expected to make decisions on their own and act quite independently. American parents are much more gradual in their allowing of independence with 18 being the magic age for complete independence. Some conservative religions allow less social independence than the more liberal religions. The amount of independence you give your child will be based on your religion, community and your personal level or comfort in giving your children independence.

Here are a few (but hardly comprehensive) guidelines:

1. **Infants:** By age one the child can handle being out of sight of a parent or childcare worker for brief periods of time. The infant can still suffer from separation anxiety and will need to check to make sure an adult is around.

2. **Toddler:** By age three, toddlers are capable of dressing themselves (not intricate snaps or buttons), playing away from an adult with minimal supervision (in a safe environment), and walking next door to a friend's house by themselves (in a safe neighborhood, without crossing a street and with parents watching).

3. **Preschooler:** Preschoolers are capable of dressing themselves, selecting their own clothes to wear with minimal supervision, playing unsupervised in a safe environment with an occasional check by an adult, walking to a friend's house nearby, and deciding on what they want to eat in a restaurant with adult limits set on the selection.

4. **Elementary School Age:** School-age children are able to help select their own clothes when purchasing them, walk to school, play unsupervised, decide on what they want to eat in a restaurant with adult limits set on price, walk to a friend's house who lives in the neighborhood, do chores on their own schedule (meeting your deadlines), go to an overnight camp, stay overnight at a friend's, go to a movie with a friend without adult supervision (in a safe neighborhood).

Letting Go

How you handle independence as a parent will decide how easily you let go of your children. For many parents, the ages of 18 to 22 mark a transitional stage: children going off to college, the service or work, but popping back into your life on vacations, leave or when they run out of money and need a place to live. If you have encouraged your children to be independent, they will long to be out on their own and the stays at home will become fewer and fewer until finally they will be referred to as visits. Then your child has achieved true adulthood.

You can prepare yourself for letting go by doing so gradually. It has been said that our children are not ours but are merely passing through us. In nature when you nurture something, you give it what it needs to stand on its own. The same is true of children. It is natural to feel both sad and elated when your children finally leave home. And it is natural for them to want to leave home but want to stay. Fostering their independence will help both you and your children make the transition.

Motivation and Rewards

Another way to meet your children's needs is by motivating them and rewarding them for doing something well. Rewards, like discipline and the amount of independence, should be based on the age or maturity of the child. Naturally, what motivates a four-year-old will not motivate a 15-year-old. Even within a particular age group you will find that some children are motivated by material objects while others are motivated by words of praise.

Fair Versus Equal

Do not get caught in the trap that everything must be *equal* among your children. Everything must be *fair,* but fair is not the same as equal. If you treat your children equally then you will have exactly the same standards for each child. Allowing your five-year-old son to date because his 16-year-old brother does is treating them equally. Giving your 16-year-old son the same allowance as his five-year-old brother is treating them equally. However, it is not fair to either child. As much as children do not like to hear it, particularly younger children who want to do what older children are doing, treating them equally is not fair. Strive to find ways to motivate and reward each child based on age and abilities.

Types of Rewards

For some parents, rewards include money or materialistic items. But there are many other kinds of rewards that motivate children.

1. **Physical:** Hugs, kisses, pats on the back, doing something with the child are all types of physical rewards.

2. **Verbal:** "Atta boys" or "Atta girls," praise, "bragging" to others within earshot of your child are types of verbal rewards.

3. **Responsibility:** Giving children more responsibility because they have done a good job will motivate some.

4. **Privileges:** Staying up late, watching television when it's not normally allowed, having a friend overnight, and driving the family car are all possible

privileges that may motivate.

5. **Monetary/materialistic:** Paying children, giving them points that may be used to "buy" something, encouraging them to work toward a goal of a new bike or a new outfit are all examples of monetary or materialistic rewards used to motivate.

Plan, Do and Evaluate

There is an old maxim taught in many schools of home economics that says you should *Plan, Do and Evaluate.* If the communication lines are open between you and your spouse, then this is an effective way to meet the needs of your children. Plan on how you are going to meet their needs. What kinds of motivation will you use? How will you foster independence? What can you do to help each of them grow in the five different areas? Then, once you have put your "plan" into action, evaluate its effectiveness as you go along and change it, if necessary, so it is more effective. The fewer rules you use, the easier it is to change.

Remember: *Management is a thinking process.* As a parent, you are the ultimate manager.

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Rewards to Motivate Children

- Physical
- Verbal
- Responsibility
- Privileges
- Monetary/materialistic

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13.02 Overhead

Helping Your Child Grow

To help your child grow physically, provide your child with:
- healthy, nutritional meals
- exercise
- routine health checkups
- preventive health care

To help your child grow emotionally:
- treat your child with dignity and respect
- foster independence
- love your child
- help your child find solutions to problems
- help your child meet crisis situations in a calm manner

To help your child grow mentally:
- foster a spirit of inquiry and curiosity
- encourage reading and writing
- encourage your children to question their universe
- provide reference materials in the home
- play games that expand the mind

To help your child grow socially:
- encourage appropriate social interactions
- encourage your child to have friends
- be aware of what is socially acceptable for your child
- take your child's personality into consideration
- discuss with your child what is and is not socially acceptable
- foster independence

To help your child grow spiritually:
- answer the "big questions" in a matter-of-fact manner as best you can
- encourage your child to be active in your organized religion
- encourage your child to look at a variety of religions or philosophies
- discuss spiritual matters in your home
- decide on the basic concepts you want your child to know

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13.02 Overhead

Average Physical Abilities from Birth to Twelve Months

One Month
Gazes at bright objects briefly.
Lifts chin when placed on stomach at two or three weeks.
Lifts chest when placed on stomach at five or six weeks.

Two Months
Stares at interesting objects.
Lifts chest well above surface when placed on stomach.

Three to Four Months
Recognizes caregivers' faces.
Reaches for objects, but unsteadily; closes hand on objects that touch hand.
Holds head up steadily; has complete head control when sitting on lap.
Rolls from side to back or back to side.
Holds head erect when carried.
Regards objects intently.

Five to Six Months
Sits alone briefly.
Reaches and grasps successfully, but awkwardly.
Turns completely over when laid on back or stomach.
Inspects objects in hand attentively.
Prefers to sit up with support.
Uses hands to reach, grasp, crumble, bang, and splash.

Seven to Eight Months
Reaches for spoon.
Pulls self up in playpen; sits up steadily.
Crawls or propels self by arms, knees, or squirming motion.
Eats with fingers.
Plays at length with one or two items.

Nine to Ten Months
Walks when led.
Reaches for and manipulates objects with good control.
Picks up tiny objects as well as larger ones; grasp is refined.

Eleven to Twelve Months
Fits blocks or boxes inside each other.
"Pulls" and manipulates everything within reach.
Walks around objects easily.
Stands alone, may be walking alone.
Holds and drinks from a cup.
Shows preference for one hand over another.

Reprinted from *Teen Single Parent Program Handbook*. Office of Vocational Education, Kentucky Department of Education, 1988.

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Suggested Ages for Introducing New Foods

These guidelines are recommended by the American Academy of Pediatrics.

Breast Milk or Formula: Your child should have only formula or breast milk for the first four months of age.

Cereal: Cereal can be introduced at 5-6 months of age. Use iron-fortified baby cereal.

Vegetables: Introduce vegetables at 5-6 months of age. Include dark green and orange vegetables.

Fruits: Introduce fruits at 7-9 months of age. Good fruits to begin with are applesauce and mashed banana. Babies who have shown any sign of allergies should wait for citrus fruit until one year of age.

Fruit Juice: Fruit juices can be introduced at 7-9 months of age. The caution on citrus for allergies applies to orange juice as well.

Meats: Meat, poultry, and fish can be introduced at 7-9 months of age.

Eggs: Egg yolk, sieved, can be introduced at 7-9 months. Wait till one year of age before introducing egg white.

Breads: Introduce breads at 7-9 months. Hard crackers, zwieback, and teething biscuits help teething pain.

Tips on introducing solids:
- Wait until 5-6 months of age before introducing any solids.
- Breast milk/formula is all a baby of 0-4 months needs.
- Introduce single foods rather than mixtures, in case of an allergic reaction.
- Wait one week in between each new introduction.
- Babies need more fluid than just formula or a serving of fruit juice. Water is the best source of fluid for good health.
- Sugar causes many health problems. Healthy eating means a healthier baby with fewer medical problems.

Sample meal for babies 6 to 12 months:
Breakfast: Orange juice; cereal; egg yolk; mild.
Dinner: Meat or meat soup; sieved vegetable; pudding or gelatin dessert; milk.
Supper: Cereal; potato, noodles, or rice; stewed fruit or pudding; milk.
Between meals: Fruit or tomato juice; toast or zwieback with butter or margarine.

Reprinted from *Teen Single Parent Program Handbook*. Office of Vocational Education, Kentucky Department of Education, 1988.

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Toys for Children: Appropriate Toys for Different Ages

Toys for children should be:

- sturdy
- safe
- versatile
- appropriate for age group
- enhance motor coordination
- enhance thinking skills

Age 0-1
washable plush toys with stitched features
mobiles
dangle toys on cribs
rattles
squeeze toys

Ages 1-2
spinning color wheels
musical toys
wheel toys and straddle and ride
pull toys
stack toys
housekeeping equipment

Ages 3-4
wooden blocks, construction toys
trains, cars trucks
pedal toys
rocking horse
clothes for dramatic play
dolls (of both genders)
phonograph/tape player
picture books
art materials for coloring and painting

Reprinted from *Teen Single Parent Program Handbook*. Office of Vocational Education, Kentucky Department of Education, 1988.

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The Single Parent

If you are a single parent, you know that running a household by yourself and caring for young children add up to an enormous job.

Some years ago, the *nuclear family* (two parents and their children, all living in the same house) was viewed as the only way to raise happy, healthy kids. Today we know that this view is no longer realistic. One in three marriages ends in divorce. In 1975, there were 7.2 million households (13 percent of all households) headed by women alone.

Because of the reduced finances of the single-parent family, many mothers of young children must work outside the home. In the spring of 1973, more than half of the mothers of school-age children and nearly 40 percent of the mothers with children under age 6 were either working or looking for work (U.S. Bureau of the Census). This trend is increasing. As more mothers go to work, some people have become concerned that children will be harmed by being cared for by someone other than the mother. Researchers, however, have found the following:

1. Most children develop bonds with several people. These bonds are similar to the ones made with the mother. (Children can feel secure with other adults *who care*.)

2. The *quality* of a child's family relationships, not the *quantity* of contact, is important (so that even if you have just a small amount of time to spend, but really pay attention to your children during that time, you will be giving a lot).

3. Working mothers who enjoy their jobs and don't feel guilty about working are just as good parents as non-working mothers.

4. Mothers who aren't working but would like to be, or working mothers who are under too much stress, sometimes have children who aren't so well adjusted. (Remember to take care of your own needs and to relax a little so that you can help your kids to do the same.)

Many working mothers have found it helpful to establish a *family routine* with their children. These parents pick up their children at the same time after work each day (which helps make the children feel more secure). These mothers take time to let the kids know their help is *regularly* needed--to set the table for dinner, etc. The children feel needed and know that they are contributing to the family. After dinner, the mother spends some amount of time with the children on a *regular* basis (time set aside for the kids that they know is theirs). A single-parent family can be a good place for children to grow, as long as the parent is providing a *secure* home, filled with love and caring.

Reprinted from the Head Start Child Development Corporation, *Single Mother's Resource Handbook* (Newton, MA: WEEA Publishing Center/Education Development Center, 1982).

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When Daddy Is Gone

Children learn what it means to be a male or to be female by watching the adults around them and then following these adult's example. If the father is gone from the home, the child must find someone else of the same sex to imitate. A single mother can help her children by providing "father substitutes." Grandfathers can be excellent father substitutes, as they often have the time and patience to enjoy children, knowing that they can return to a quieter setting when the visit is over. Grandfathers and grandmothers can also keep children in touch with family traditions and can share valuable stories about the past. Some other sources for children who need a father image are:

1. Uncles and nephews
2. Scout leaders
3. Community group leaders
4. Big brothers
5. Teachers
6. Church people
7. A mother's considerate boyfriend

Studies have shown that boys tend to have a greater problem than girls do in adjusting to a fatherless home. Despite these findings, both boys and girls need substitutes for the missing parent.

One noted anthropologist suggests that every home needs *two adults.* The adults need not be biological parents. In fact, they could be two sisters, a grandmother and the mother, two friends and their children, etc. The two-adult family helps:

1. Children to see that different people have different ideas.
2. Children to hear adult conversation (a mother alone might speak too often on only the child's level).
3. The mother to share the task of parenting.
4. Children to know that they are loved by more than one adult.

The more emotional support a single mother gets, the more she can help her children feel safe, secure, and loved.

There are many agencies that deal with parental absence. Parents without Partners, Big Brothers and Big Sisters, family service agencies, the YMCA and YWCA, Jewish Family Services, and local churches are all sources of support for single mothers.

Being a single parent can be a tremendous responsibility as well as a great joy. Encourage the "Four L's" (Loving, Living, Listening, and Learning) in your child's life and you will have done your part to make this world a better place in which to live.

Reprinted from the Head Start Child Development Corporation, *Single Mother's Resource Handbook* (Newton, MA: WEEA Publishing Center/Education Development Center, 1982).

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Twenty One Self-Esteem Boosters for your Children

Parents and other adults can *influence* the development of high self-esteem in children, but a child's self-esteem comes from within. It is a reflections of his or her feelings of being able, worthwhile and important to others. we cannot control the feelings of others but we can have a powerful influence on the self-esteem of others by the kind of feedback we give them about how able and lovable they are, and by the kinds of experiences we arrange for them.

Parents can influence the development of high self-esteem in their children by teaching their children and insisting that they learn the skills they are expected to know. Children who can do what others expect them to do feel able. Feeling able is a very important part of high self-esteem. Parents can help children experience success by allowing them to do for themselves what they are able to do. Adults who do for children what children can and should do for themselves are sending the message to children that they are not able.

Parents can also influence the development of high self-esteem in their children by showing them respect and love. Children perceive that they are worthwhile and lovable individuals when they experience the respect and love of others.

Below are twenty one "self-esteem boosters"--ways that you can help build self-esteem in your children.

1. Listen to your children. Answer them so they know you heard and understood what they said. This shows them you think they are important.

2. Let your children say how they feel without telling them how they **should** feel. When you reject their feelings by saying something like, "Oh, that's silly," you are telling them that their feelings are not important or are wrong.

3. Give your children a chance to do thing for themselves. Don't jump right in to help them at the first sign of difficulty. If you do everything for children, you prevent them from learning how to take care of themselves. Here are some examples of things children can do for themselves, depending on their ages and abilities: dress themselves, buy their own school lunch tickets, call and make their own dental appointments.

4. Show your children that you have high self-esteem. Say good things about yourself. Don't say bad things about yourself. When children hear parents say things like, "I'm not smart," or "I can't learn how to do that," they get the idea that it's okay to say bad things about themselves. They may feel incompetent and excuse themselves from doing things or learning new things. It is important for children to think of themselves as able people and to behave that way.

5. Help your children feel good by telling them what you like about things they have done. Example: "The kitchen looked really clean after you did the dishes." I noticed you even cleaned the drain in the sink." This means more to the child than saying "Good boy!" or "Good girl!"

6. Treat your children with respect. If you like them to knock before entering your bedroom, then you knock before entering their bedroom.

7. Allow and encourage your children to take care of themselves as much as possible (dress themselves, find things for day care or school). Teach your children to do jobs around the house that they are able to do. When you first teach children new jobs it may take more of your time and energy than if you did the jobs yourself, but in the long run it will save time and children will feel proud that they can do work. Even young children can clear the table or fold laundry. When children try their best to do a job, don't complain if it is not perfect. They will get better at doing jobs with practice. Children may like to do jobs that you dislike, such as washing windows with a spray cleaner.

8. Let your children know when they are behaving well. Tell children what you like about them and what they do well.

9. Treat your children honestly. Children who are lied to by their parents will not feel like they are worth much and will not know when the parent is telling the truth.

10. Encourage children to try new things.

11. Show children that you love them by touching them. Give them hugs, pats, and kisses.

12. Tell your children that you love them.

13. When your children misbehave, tell them that you don't like what they are doing. Don't tell your children they are bad (e.g., "I get a headache when you run in the house and are noisy.")

14. Try to understand your children's feelings and needs.

15. Do not tease children about things over which they might be sensitive.

16. Make your children a part of your activities and life. Introduce them to your friends. Show them where you work.

17. Assure your children that they are important and worthwhile.

18. Spend time with each of your children alone, doing something that you both enjoy.

19. Teach your children good manners and how to act at social events (e.g., parties, weddings, church and school events). Children will be more sure of themselves if they know what to do at these events.

20. Encourage children to exercise by allowing them to play outside and planning family activities which include exercise. Encourage good nutrition by providing healthy meals and snacks. Children have a better chance of building high self-esteem when they feel healthy than when they feel unhealthy.

21. Encourage children to practice good grooming (wash hands and face, brush teeth, comb hair, dress neatly). Children will be more self-confident when they feel that they look nice.

Reprinted from *Life Skills for Single Parents: A Curriculum Guide*. Beverly M. Uhlenberg and Cary E. Estrom, University of North Dakota Grand Forks, Bureau of Educational Services and Applied Research, 1988.

Discipline With Love

Children believe that the world and all the people in it are here to serve their needs. Remember that this attitude is not *bad,* but just a *natural stage of development.* **Discipline** is the act of helping a child see what happens because of his or her actions. It should be done in a positive, non-angry way. Discipline is *not* the same as **physical punishment** (hitting, using the belt, etc.), which usually has the negative effect of showing the child that it's okay to hit others when the child is big enough (an adult). It is easy to overpunish when you use physical punishment, because if you are angry, you may hit your child too hard. (A recent statistic showed that 85 percent of people in prison had been abused as children.) If you overpunish the child, you also run the risk of damaging the relationship between your child and you.

We firmly believe that discipline with love is the best way to deal with children. We would all agree that *children need limits.* Adults need to explain limits so that a young child learns safety, how to get along with others, and, most important of all, *self-discipline.* For a variety of reasons, some people overdiscipline children. These people set very strict limits because they don't understand how children grow and develop. When the children fail to follow the strict rules, these adults get first frustrated, then angry. Often the child ends up being hit for something she or he does not even understand. An example might be the mother of a 6-month-old baby who is angry because she can't toilet train the child. (If she understood the child's normal development, she would know that what she's expecting is *not possible* for a child of this age.) The mother spanks and hits that baby for something beyond the baby's control. This child learns to *fear* her or his mother. In the strictest sense, this example might be considered *child abuse* (willfully inflicting injury on a child). Statistics show that most child abuse is inflicted on children under the age of 3--children who are completely *defenseless.* In the United States, child abuse accounts for more deaths of young children than *any* other factor.

Child Abuse

Child abuse can be *emotional* as well as physical. People who say things that hurt a child's positive feelings about herself or himself could be considered emotional child abusers. People who abuse children come from all walks of life. Some are rich; others are poor. Some are parents; others are step-parents, older brothers or sisters, aunts or uncles, babysitters, or boyfriends. In short, anyone, given the proper situation, could be a potential child abuser; it is not only the mentally ill who abuse children. Ninety percent of all child abusers can be helped. Child abusers can learn new ways of dealing with their anger. They can learn to break the *cycle of abuse* (most people who abuse children were themselves abused as children). If the cycle is not broken, the children of these people will most likely grow up to abuse their children, as well. And so it continues, on and on, generation after generation. The cycle *must* be broken.

The fact that you *feel* like ignoring, leaving, or hitting your child does not mean that you are a child abuser. This information is given to make you aware that child abuse is a *real* problem for many and a *potential* problem for *everyone*. Instead of striking your child, stop for a moment and think: "Am I going to hit my child because I'm frustrated? Because I'm under stress? Because I'm angry?"

Release your anger in a way that is not harmful--hit a pillow, take a walk, call a friend, etc.

Children often misbehave because they don't know any other way to act or because they want attention. If we help our children to learn good behavior and if they know they will be rewarded for it, they won't have a need to behave badly or hurtfully. Again, we are *not* saying that you should never discipline your child. Children need to know the rules, and they need to know the consequences for ignoring or breaking the rules. **Help your child to be good** by doing these things:

1. **Think** about family rules (limits) that are important to you, and let the kids help set some of the rules.

2. **Talk** with your children to let them know why you have these rules ("Bedtime at 8:00 because bodies need rest for good health," *not* "Bedtime at 8:00 because I said so!").

3. **Tell** the child what will happen if she or he breaks a rule (stay indoors, go to her or his room, no T.V., etc.).

4. **Be consistent.** Don't discipline a child once for breaking a rule and then look the other way the next time the child breaks the rule. This only confuses the child.

5. If a child breaks a rule, let her or him see the **consequences.** Don't yell and scream and nag. Simply announce the rule the child has broken and apply the discipline you agreed upon earlier. ("John, you didn't pick up your toys when I asked you to. Now you will have to miss your T.V. program while you pick them up.")

6. **Reward good behavior.** Be sure to tell your child that you noticed when she or he did what she or he was supposed to do. A little praise goes a long way. ("Tania, your room looks very good. I like the way you cleaned it up without my asking.") Don't just notice the negative things. *"Catch" your child at being good!*

7. Isolate the child when it is necessary to do so. There may be times when your child will just not listen to reason. First, think about whether or not your child is feeling all right. A child who is sick or tired will have a hard time being "good." If the problem is not from illness, etc., but is a temper tantrum, put the child in her or his room. Let the child know that she or he can be

mad or cry, but that if the child needs to scream, etc., she or he will have to do it where the rest of the family will not be disturbed. Tell the child that she or he can rejoin the family when the screaming, etc., stops. When the child returns, give her or him a hug and *talk about the problem then*. We all make mistakes. Don't remind the child that she or he has been bad. Accept her or his new attitude and go on from there.

Reprinted from the Head Start Child Development Corporation, *Single Mother's Resource Handbook* (Newton, MA: WEEA Publishing Center/Educatión Development Center, 1982).

Discipline With Love

- **Talk** with your kids
- **Specify** consequences for breaking rules
- **Be consistent**
- **Discipline immediately**
- **Reward** good behavior
- **Isolate** your child when necessary
- **Talk** about problems

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Why Children Misbehave Unintentionally

Sometimes children are unpleasant to be around or break rules even though they are not intending to misbehave. Listed below are some things that commonly cause children to misbehave. Parents can change these things to prevent misbehavior. It is easier and better for the well-being of both parents and child to prevent misbehavior than to deal with it after it has happened.

1. **Lack of exercise:** Children may become wild or have a hard time concentrating if they have not had enough exercise. See that your children get enough exercise by allowing them to play outdoors, taking them on long walks, or getting them involved in regular sports activities through schools or other programs.

2. **Lack of sleep:** Children often whine, cry and become unmanageable when tired. Schedule naps and bedtimes so children get as much rest as needed. Do not plan serious discussions or make requests when children are tired.

3. **Hunger:** Children and adults are more irritable when they are hungry. If your children are misbehaving because they are hungry, give them snacks between meals (but not too close to mealtime) or plan meals at different times.

4. **Poor diet:** A poor diet or too much caffeine can affect the behavior of children and adults. Plan balanced meals and snacks by choosing foods from the four food groups and limit foods and drinks that contain caffeine.

5. **Physical problems:** Children may misbehave when they have physical problems such as: poor eyesight, poor hearing, allergies, pain, or routine illness. Parents should find out if their children's misbehavior is a result of a physical problem and have the problem corrected.

6. **Temperature:** Children may be cranky when they are too hot or too cold. Sometimes temperatures cannot be controlled but parents should do what they can to make children comfortable. When children are hot they should wear light clothing, take cool baths, and drink plenty of fluids.

7. **Crowded conditions:** Children and adults get edgy when they get in each other's way and have little privacy due to crowded living quarters. It may be difficult to change this situation but the space you have should be arranged to best meet the needs of your family.

8. **Things in the environment are not child-sized:** Children may misbehave if things in their environment are not the right size for them to live comfortable (e.g., their chairs are too low when eating, they cannot see out of the car windows, they cannot reach the sink, they cannot reach the hook or rod to hang up clothes). Parents can think of creative ways to solve these problems (e.g., booster seats, catalogs on chairs,

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stools, car seats, lower hooks).

9. **Accidents:** Parents may think that their children are misbehaving when they do things accidentally such as spilling a drink or running into someone with a bicycle. Adults are not punished when they have accidents so children should not be punished for this either.

10. **Emotions:** Children may misbehave when they are upset or overexcited (examples: death of someone they love, divorce in the family, company comes). You can help by taking with them about their feelings so they know you understand.

11. **Do not know the rules:** Children may misbehave when they do not know the rules. Teaching children the rules rather than punishing them is useful in these situations. Make sure children know what is expected of them.

12. **Unreasonable expectations:** Children misbehave when adults expect too much of them (example: expecting a three year old child to sit quietly through a two hour program). Parents must learn what is normal behavior for different aged children and then set reasonable expectations.

13. **Boredom:** Children who are bored often misbehave (example: children who must stay in the house for several days during bad weather or illness). Parents can help the child find interesting things to do.

14. **Incompatible temperaments:** Each person has his/her own temperament. This means that they have natural tendencies to behave in certain ways. Some different temperaments are: cooperative and agreeable, "laid back" and relaxed, active and "on-the-go," grumpy and pessimistic. No one temperament is good or bad. However, when parent and child have different temperaments that do not fit well together or compliment each other, the parent may think that the child is being uncooperative when the child is simply being her/himself. For example, conflict may result if the parent is very active and the child is very relaxed. If the parent doesn't recognize the difference in temperament he/she may be impatient with the child for being slow. Parents should look at the temperaments of themselves and their children and accept the differences rather than trying to change the children.

Reprinted from *Life Skills for Single Parents: A Curriculum Guide*. Beverly M. Uhlenberg and Cary E. Estrom, University of North Dakota Grand Forks, Bureau of Educational Services and Applied Research, 1988.

Discipline Tips

1. Let children know what you expect. If you ask them to do a job, tell them how to do it.

2. Tell children what they **can** do, not just what they **cannot** do. "The bed is not for jumping but you may jump on the floor."

3. Speak to your children in positive ways.

   Do say: "It would be helpful if you took out the trash."
   "I expect you to be on time."

   Don't say: "Don't tell me you haven't taken out the trash yet?"
   "I'll box your ears if you get home late."

4. Warn children when their behavior is annoying so that they have a chance to change it. "I feel pleasant now but if you keep up this noise I'm going to become angry."

5. Keep it short and simple when you correct children for misbehavior. A stern look or gesture may be all that is needed or one word may get the message across, such as "Bed." Long explanations are often not needed.

6. Make it clear when children must do something. "You must take your medicine this morning; there is no choice."

7. Teach your child to solve problems. When children know how to solve problems they will be less frustrated and less likely to act out their feelings aggressively.

8. Use active listening.

9. Let children say how they feel. Allow them to be angry.

10. Enforce rules all the time. If you make a rule such as "No eating in the living room" and then sometimes allow it, children won't know whether or not you mean it.

11. Make rules and requests reasonable and be willing to change them when they are not. Example: If you tell the children that they must wear their winter coats and then realize that it is warmer than you thought, let them change their coats.

12. Correct children without using the word "you." Instead, describe what the child is doing wrong.

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Do say: "Walls are not for writing." (This focuses on the rule.)

Don't say: "You should never write on walls." (This focuses on the child, making the child feel bad.)

13. Avoid saying "I told you so." This creates hostility.

14. Let the child learn by her/his mistakes. If your child does not put dirty clothes into the laundry basket, they will not be clean the next time they are needed.

15. Let children know that you notice and appreciate their efforts when they improve.

16. Remember that your children will probably act the way you act when you are angry. If you swear or throw things when you are angry, expect that your children will act the same way.

17. Take time (a few seconds or minutes) to think about the best way to handle the situation when your child misbehaves, rather than acting impulsively. A good discipline plan may take a little thought.

18. Give your child a choice when possible. However, do not ask a child if she/he wants to do something if there is no choice.

    Do say: "Do you want to take a bath or a shower?" or "Do you want to take a bath now or in a half hour?"

    Don't say: "Do you want to take a bath?"

19. Do your best to discipline your child in positive ways but remember that your child's behavior is her/his own responsibility. If you are doing your best as a parent, do not blame yourself if your child misbehaves or gets in trouble.

Reprinted from *Life Skills for Single Parents: A Curriculum Guide*. Beverly M. Uhlenberg and Cary E. Estrom, University of North Dakota Grand Forks, Bureau of Educational Services and Applied Research, 1988.

Creative Approaches to Discipline

Listed below are some ideas for disciplining children. Since all children are different, some of these ideas will work with your children and some of them will not.

1. Use humor. Example: "Hasn't your toy box picked up those toys yet?"

2. Write notes to children who can read to request jobs to be done or changes in behavior. Children often like getting notes and confrontation can be avoided.

3. Reward a child for good behavior. Example: "If you play quietly for an hour while I pay the bills, I will have time to read you a book."

4. Distract children from misbehavior. If children are fighting suggest an activity that they will enjoy. If your toddler keeps getting into the trash, give her/him something different to play with (like plastic measuring cups).

5. Discuss problems you are having with your children with friends who are parents. Together you can express any anger or frustration and share ideas for solving problems.

6. Count to five or ten to give your child a chance to change his/her behavior. Tell the child what will happen if he/she does not do what you ask and then carry it out if the child does not cooperate. Make sure the consequence is related to the problem (example: you will take the toy away or make the child sit on a chair).

7. Act out the situation with your child using role reversal. You will be the child and the child will be you. This helps the child see the problem from your point of view and it helps you to see the problem from the child's point of view.

8. Make a game out of the problem. Example: "I will turn the record on and when it is over your room will be clean."

9. Say "You wish . . ." Example: "You wish you were a grown up so you could stay up as late as I do, but it's really your bedtime." This shows children that you understand their feelings.

Reprinted from *Life Skills for Single Parents: A Curriculum Guide*. Beverly M. Uhlenberg and Cary E. Estrom, University of North Dakota Grand Forks, Bureau of Educational Services and Applied Research, 1988.

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Discipline Don'ts

Most parents have good intentions when they discipline their children. Their goal is to teach children appropriate behavior. However, sometimes well-meaning parents discipline children in ways that neither teach children how to behave appropriately nor teach them cooperation. They may be copying the way their parents disciplined them as children. Listed below are some methods of discipline that are harmful to children.

1. **Don't** abuse your children with words by calling them names or saying cruel things about them. Children believe what parents tell them. If you call them "bad," "naughty," "stupid," "bratty," or "dumb," they will believe you. Talking this way to children lowers their self-esteem and promotes hostility. If you are upset with your children for things they have done, say "I don't like what you have done," rather than attacking them as persons with harsh words.

2. **Don't** humiliate children with punishments such as washing their mouths out with soap or making them stand in corners. These methods are harmful because they do not show respect for children as human beings. Humiliating children makes them feel hostile rather than cooperative.

3. **Don't** deprive children of privileges that have nothing to do with what they have done wrong. Taking things away from children when they misbehave causes anger and resentment. For example, taking away the privilege of watching television for a week from a child who is late for supper has nothing to do with being late. An appropriate consequence might be to have the child make his/her own supper and clean up the kitchen.

4. **Don't** withhold love and affection from children to get back at them for misbehaving. Children must know that their parent's love is always available to them. Children develop feelings of insecurity when they are afraid of losing their parent's love.

5. **Don't** tease children to the point that they are hurt and upset. Teasing is okay when done playfully and both parent and child enjoy it. Teasing a child who is troubled and wants to be taken seriously is frustrating to the child and damages self-esteem.

6. **Don't** use physical punishment on children such as hitting, spanking, shaking, pinching, kicking, slapping, or throwing. These methods injure children and sometimes kill. Physical punishment creates fear and promotes poor self-esteem. It does not help children to learn self-discipline. It promotes a double standard: it is okay for adults to hit children but it is not okay for children to hit adults. It shows children that the way to solve disagreements is through physical violence.

Reprinted from *Life Skills for Single Parents: A Curriculum Guide*. Beverly M. Uhlenberg and Cary E. Estrom, University of North Dakota Grand Forks, Bureau of Educational Services and Applied Research, 1988.

13.03 Information

Information and Resources on Child Abuse and Neglect

The responsibility of being a teen single parent can be very stressful. When experiencing stress people sometimes lose patience and feel frustrated. Physical, mental or emotional abuse can result when this happens. Child abuse can happen outside of the family, too. Recognizing the signs and symptoms of child abuse can help you to act quickly to prevent further incidents.

Factors that May Cause Child Abuse Within the Family

Parents seldom abuse their children intentionally. Often, it is a reaction to stress and frustration, and not knowing where to turn for help with a problem. It can happen in any family.

Factors that may cause child abuse within the family are:

- Parent is isolated, lacks friends and community contacts
- Parent was abused as a child
- Parent's partner gives little emotional support or help
- Parent has little sense of self worth, poor self-image, low self-esteem
- Parent has few "coping" skills, does not manage stress well
- Parent has unrealistic expectations of what child should be or do for that child's age and stage of development
- Family does not communicate feelings.

Sometimes a particular event will happen which will cause a family to have more stress. For example, finding out that you do not have enough money to get through the month can cause enough stress to make you angry and frustrated.

Parents who were abused themselves as children are often more likely to abuse their children than parents who were not themselves abused. If you were abused as a child, you may want to check and see if you are repeating this behavior with your child. The cycle can be stopped. Child abuse can do severe emotional and physical damage to children.

Recognizing feelings that can lead to abuse of children and taking steps to prevent it are part of child abuse prevention.

A source of help in your community is the local office of **Parents Anonymous**. Parents Anonymous is a free, directed self-help group for people who want to improve their relationships with their children. Groups are confidential and meet once a week. Free child care is usually provided. Some groups keep their weekly meeting times and places secret to ensure members' privacy.

There may be other organizations in your community to help you with the stress of being a parent. Check with your county Department of Health and Social Services. Ask the representative what

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community organizations serve parents who want help with becoming the best possible parent they can be.

Remember that other parents have the same kinds of problems. You are not the only one feeling the stress of being a teen parent. Talk to other teen parents whom you know about how you are feeling and how angry you get.

Anger is useful when used to communicate hurt feelings or expressing needs. It should never be used to hurt someone. Instead of holding back your anger, you can learn to express it in positive ways that will not abuse people.

By expressing anger without hurting other people, parents teach their children how to express an angry emotion effectively and positively.

Excerpted from *Career Survival Kit for Teen Education and Employment. Life Skills Workbook: A Guide to Personal Growth.* Frances Lindner, Vocational Studies Center, University of Wisconsin-Madison, 1987.

Some Factors Leading to Abuse

Below is a list of ways parents sometimes feel that can lead to frustration, anger, and abuse. Do any of these seem familiar to you?

How often do you feel like this? Respond to these questions as honestly as you can. They are provided to help you think about how you can prevent child abuse. Recognizing when you do feel these things can help you control your responses to them. Check the space that indicates how often you feel this way.

1. I feel lonely and cut off from friends and community.

   ____ Often ____ Sometimes ____ Rarely ____ Never

2. I feel resentful and angry about all the changes in my life.

   ____ Often ____ Sometimes ____ Rarely ____ Never

3. I feel down on myself.

   ____ Often ____ Sometimes ____ Rarely ____ Never

4. I feel like hitting my child when I get angry.

   ____ Often ____ Sometimes ____ Rarely ____ Never

5. I feel trapped because I am missing out on things my friends are doing.

   ____ Often ____ Sometimes ____ Rarely ____ Never

What do you do when you feel any of the above ways. Write a short sentence about how you handle these feelings.

____

____

If this sounds familiar to you, remember that you can reach out for help so that you don't have to handle it alone. Talk about your feelings with someone you trust (friends, family, relatives, clergy, doctor, counselor).

Excerpted from *Career Survival Kit for Teen Education and Employment. Life Skills Workbook: A Guide to Personal Growth.* Frances Lindner, Vocational Studies Center, University of Wisconsin-Madison, 1987.

Tips for Resolving Conflict

Some tips to help relieve some of the stress-caused conflict and anger with your children are describe below. They can help you have a better relationship with your child.

Pay attention to signals from your child that something is wrong. She or he may be acting up because of a need for something. For example, she may need more attention and love than what she is getting from you. She becomes angry and acts up because she isn't getting it. This might be a sign to a parent that there is something wrong.

Some conflict is normal in any close relationship. Disagreements may actually bring about a closer relationship between you and your child. They can be an opportunity to resolve things that bother you and your child about the way you relate to each other. However, good communication skills between parent and child are essential for effectively resolving conflict.

Conflict and anger can be handled in a positive way depending on how you respond to them. Paying close attention to your child's position can help you better identify the problem. Your child will feel that s/he is being listened to. When you identify the problem you can find a solution that is good for everyone concerned.

Work with your child to find a solution to a problem. Sharing the experience allows you both to understand it better. It helps your child not to feel powerless in the situation. Feeling powerless can make people feel more angry and make the situation more difficult. Avoiding this will improve the outcome for both of you.

Allow your child to help make rules. This shows that you respect her/his rights, and it helps to reduce the conflict by sharing power. Continued misbehavior is a child's way of saying that something is wrong. Pay attention to the signals.

Some other suggestions that might be helpful for resolving conflict between you and your child in a positive way are:

Listen to your child: help your child and try to understand what she or he is saying. While s/he is talking to you, be sure to stop and listen. You can show your child you are listening by looking straight into her/his eyes and repeating what s/he has said to you in a way that shows you understand. For example, you might say, "I hear you asking if you can go outside with Sima but you haven't finished eating your lunch yet. I want you to eat before you go outside."

Ask instead of ordering your child to do things: When you order a person to do something, you are not giving them a choice. This can make them feel powerless and cause them to react with anger.

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Your child may more easily do as you ask if you make a request rather than give a command. Give praise and positive responses when your child does as you ask. It will lead to similar positive outcomes in the future.

Note: There may be times when an order is appropriate. Making judgements about when to ask, and when to command certain behaviors, is part of learning to be a parent.

Ignore repeated annoying behavior: If your child repeats a behavior you find annoying, like whining, one way to stop it is by not responding to it. She will learn your expectations for good behavior if you show when you are pleased. She will also learn when annoying behaviors are not acceptable if you do not respond.

Preventing Problems

Praise your child for behaviors that please you. Tell her/him that you like what s/he has done. Praise can be a word, a gesture, or a facial expression such as a smile. Showing that you are pleased with a behavior will help your child know what you expect.

Teach your child new behaviors step by step. Are you expecting too much for her/his age? Tasks must be put into small steps. Make sure you are clear about what you want her/him to do. Reward each step.

You are a role model for your child. S/he learns from the things that you do. You can teach behavior to your child by doing what you wanted her or him to learn. For example, if you want her/him to remove the dishes from the table after eating, do it yourself as a routine and show that you expect her/him to do the same. Over time, s/he will do it automatically.

Tell your child when you are teaching something new and you want her/him to pay attention to what you are doing. Then show her/him what you want her/him to do. Ask her/him to repeat it after you. Then praise your child.

When there is a special event coming up, talk to your child about it. Whether it is a fun event or something that can worry your child, explain what will happen. Help her/him figure out where s/he will fit into the event. Role play the situation before it happens by play acting the way you both think the event will happen and showing the child how s/he should act.

Excerpted from *Career Survival Kit for Teen Education and Employment. Life Skills Workbook: A Guide to Personal Growth.* Frances Lindner, Vocational Studies Center, University of Wisconsin-Madison, 1987.

Coping with Frustration and Anger

There are techniques you can use to help you get through a moment of frustration and anger with your child. The next time you feel angry try to use these techniques.

Breathe deeply a few times. Focus on your breathing and put all other thoughts out of your mind. You may want to put your child in a safe place while you take some time out to focus on relaxing.

Lie down with your feet up and think about a peaceful scene that is pleasant to you. Try to imagine yourself in that setting and relax with how it would feel to be there. Give yourself at least five minutes with these thoughts.

After you have relaxed, take a few more minutes to **think about why you are so angry**--is it really the child or is it some other factor that is frustrating you and making you angry? Are you taking out your frustrations with other things on your child?

Find a "time-out place" for yourself (a chair or a corner of a room that feels good to you). Go to that space when you feel angry and are about to lose your temper. Find another place for your child to use as her/his time-out area.

After you are calm again, be sure to **tell your child what made you angry**. Talk about how the two of you can keep it from happening again. Speak in a calm and loving tone.

Call Parents Anonymous and talk about how you are feeling. If you cannot call Parents Anonymous, call a friend, relative, clergy member, or counselor to talk.

Have some "cooling out" projects ready for times when your anger or frustration threatens to get the best of you. These can include things that require concentration such as doing a crossword or jigsaw puzzle, physical activities such as cleaning or doing thirty sit-ups, or "safer" ways to express your feelings such as writing for five minutes in a journal.

Continue working on stress reduction techniques (Competency 9.0 in this curriculum).

Adapted from *Career Survival Kit for Teen Education and Employment. Life Skills Workbook: A Guide to Personal Growth.* Frances Lindner, Vocational Studies Center, University of Wisconsin-Madison, 1987.

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Taking Care of Yourself

Stop for a minute. Can you think of ten things that you did for yourself this week? No? Some of us find it much easier to do things for others. We even feel guilty when we take time for ourselves.

Remember, we are just like baskets. If our basket is full of good feelings, we can hand out those good things to others. If no one's been filling our basket and someone asks us for support or something, *it just isn't there to give.*

Start to fill your basket *today.* The more your basket gets filled, the more you will have to give to your kids. Try some of the "basket fillers" listed below or find your own ways to feel good. *You deserve it!*

One last thing. Don't isolate yourself! *Get involved* with other parents (P.T.A., Head Start parent groups, church, etc.). Share ideas, problems, and *solutions.* You'll get support from one another. Don't be embarrassed because you have a problem--we all have them.

"Basket Fillers"

- Have coffee with a friend
- Buy something just for you
- Get a babysitter and go do whatever you want--go shopping, take a bubble bath, etc.
- Write a friend
- Do your secret desire
- Take a craft class
- Read a book or a magazine
- Talk with a friend--ask them to just listen
- Do something physical--take a walk or a bike ride.

Adapted from the Head Start Child Development Corporation, *Single Mother's Resource Handbook* (Newton, MA: WEEA Publishing Center/Education Development Center, 1982).

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Pause: Take a Moment

Remember the good times from your childhood? These are great "treats" that you can share with your child while at the same time taking a break for a few quiet moments to relax together. As you tell your story to your child, notice the feelings you have about these special times from your past . . .

Then, let your child tell you a story.

You can give yourself and your child many simple treats by just *taking a couple of minutes to **pause***. Watch a sunset, sing a little song, put on some music and dance, or just find some other ways to *breathe fully*.

Let your child lead you around the house and show you something she or he enjoys and wants to share with you. Take a moment to notice your child--to watch her or his excitement in telling you something important. These brief moments are some of the times your child will remember when she or he grows up--they can be special for both of you.

Reprinted from the Head Start Child Development Corporation, *Single Mother's Resource Handbook* (Newton, MA: WEEA Publishing Center/Education Development Center, 1982).

An Example of a Situation that Could Lead to Abuse

Julie and her three-year-old daughter Emily are shopping. They have been walking for two hours and both are hungry and tired. Julie is frustrated because she doesn't have enough money to buy Emily a new pair of shoes.

Emily is crying and whining and having a temper tantrum because she wants to eat. They are in a store. Julie jerks Emily's hand, hits her behind, and tells her in an angry tone to stop crying. Emily begins to scream even worse and Julie grabs her and leaves the store.

What would have been a better way for Julie to handle her frustration and take care of Emily at the same time? How could Julie have prevented the situation from happening in the first place? Write down your comments below.

Harsh punishment is rarely effective. It can teach violence as a means to resolve anger. Children who are spanked often become resentful and distrustful.

Excerpted from *Career Survival Kit for Teen Education and Employment. Life Skills Workbook: A Guide to Personal Growth.* Frances Lindner, Vocational Studies Center, University of Wisconsin-Madison, 1987.

13.03 Activity

As Your Child Grows

As your child grows . . .

- **Tell** and **show** your child **often** (at least once a day) that you love her or him
- **Be aware** that some children talk, walk, and grow at a slower rate than others do
- **Try not to compare** your child with any other child of the same age
- **Be affectionate** (someone has said that we all need four hugs a day)
- **Listen to your child** (without interrupting)
- **Consult your doctor** if you are concerned about your child's growth--the earlier the problem is found, the easier it is to help

Reprinted from the Head Start Child Development Corporation, *Single Mother's Resource Handbook* (Newton, MA: WEEA Publishing Center/Education Development Center, 1982).

13.03 Overhead

Competency 14.0

Skills to Develop Self-Motivation

14.01 Identify appropriate motivational models
14.02 Develop a personal motivational plan
14.03 Identify roadblocks to achieving one's personal plan
14.04 Identify resources to help deal with roadblocks

Competency 14.0
Overview

In the midst of juggling family responsibilities, financial worries, school, and a job (or job-search), it is easy to lose steam. All of the daily concerns make it difficult to remember why we are working so hard. Motivation can be hard to maintain.

This Competency helps participants develop a plan for staying motivated. One of the most important ways to stay motivated is to have clear goals for the future. Focusing on the end result of our work helps us not get bogged down in the details.

In this Competency, participants will learn to clarify their goals and to develop a personal plan for self-motivation. Participants completing Competency 14.0: Skills to Develop Self-Motivation will be able to:

14.01 Identify appropriate motivational models
14.02 Develop a personal motivational plan
14.03 Identify roadblocks to achieving one's personal plan
14.04 Identify resources to help deal with roadblocks

Indicator 14.01 fosters a discussion of goal-setting. What are goals? Why is it important to focus on goals? Indicator 14.02 asks participants to begin developing their own plans for self-motivation. In the "Life Plans" Activity, participants write down short-term and long-term goals for themselves. In this Indicator, the instructor should ask participants to think about what motivates them. For instance, does setting up a system of rewards for accomplishments motivate some people? What kinds of rewards? For others, drawing a map or picture of their end-goals and posting the map in a prominent place is a good motivator. Indicator 14.03 asks participants to consider things that stand in the way of achieving their goals. Finally, in Indicator 14.04 the group discusses community and other resources to help overcome roadblocks.

Resources

Bingham, Mindy, Judy Edmondson and Sandy Stryker. (1983). Choices: A teen woman's journal for self-awareness and personal planning. Advocacy Press.

Jeffers, Susan. (1987). Feel the fear and do it anyway. San Diego, CA: Harcourt Brace Jovanovich, Inc.

Simon, Sidney B. (1989). Getting unstuck: Breaking through your barriers to change. New York: Warner Books.

Johnson, Eric W. and McClelland, Scott. (1984). Learning to Achieve. Scott, Foresman and Co.

_____ (1991). Entering adulthood: Planning life directions. A curriculum for grades 9-12. Santa Cruz, CA: Network Publications.

Characteristics of Goals

A goal is a statement of an intentional result or outcome. It doesn't prescribe how to get there, but merely where to end up. (Paint the house, etc.)

Short-term goals are those things to be achieved in a week, month or year. (Finish a project, visit a sick friend, etc.)

Long-range goals are those things to be achieved in 2, 5, or 10 years. They create one's overall lifestyle and dreams. (Finish school, change careers, etc.)

A goal is a specific end result desired by some stated point in time. (Lose 10 pounds before ____.)

Short-term goals can be used as stages to achieve long-term goals, bit by bit. (Finish one of many courses for a certificate, diploma, degree, etc.)

A person's goals are derived from their values, experiences and expectations. (Finish training to get a well-paid position.)

Goals are achieved through activities. Activities may be enjoyed, but that does not make them a goal. (Reading and/or writing involved in a course.)

There may be a variety of feasible and acceptable activities that can help attain goals. (Doing outside research, volunteer, getting others involved.)

Setting goals offers the advantage of career and life planning. (Gives you a focus to aim for/work for, direction to your life.)

Most goals can be categorized as relating to family, career and/or personal development. (An individual's priorities and values determine their order of importance in life.)

Goals can be changed or modified as the situation changes. They can even be reversed if you find something more interesting or challenging to do, or perhaps technology has changed the field/job you originally planned on pursuing.

Reprinted from *Career Smart: Curriculum Guide for Making Smart and Healthy Decisions*, April, 1987, by permission of the Minnesota Curriculum Services Center, Little Canada, Minnesota.

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What is Success?

> *Success is a journey, not a destination. Success is getting from where you are to where you want to be. Measure success by your own standards and not by the standards set for you by someone else.*

Whatever your mind can conceive and believe, it will achieve. Dream great dreams and make them come true. Do it now. You are unique. In all the history of the world there was never anyone else exactly like you, and in all the infinity to come there will never be another you. Never affirm self-limitations. What you believe yourself to be, you are.

To accomplish great things, you must not only act, but also dream, not only plan, but also believe. If you have built castles in the air, your work need not be lost--put foundations under them. Yes you can. Believing is magic.

You can always better your best. You don't know what you can do until you try. Nothing will come of nothing. If you don't go out on a limb, you're never going to get the fruit. There is no failure except in no longer trying.

Hazy goals produce hazy results. Clearly define your goals. Write them down, make a plan for achieving them, set a deadline, visualize the results and go after them. Just don't look back unless you want to go that way.

Defeat may test you: it need not stop you. If at first you don't succeed, try another way. For every obstacle there is a solution. Nothing in the world can take the place of persistence. The greatest mistake is giving up.

Wishing will not bring success, but planning, persistence and a burning desire will. There is a gold mine within you from which you can extract all the necessary ingredients. Success is an attitude. Get yours right.

It is astonishing how short a time it takes for very wonderful things to happen. Now, show us the colors of your rainbow.

--Barbara Smallwood and Steve Kilborn

Reprinted from *Single Parent/Homemaker Training for Life Skills Handbook--Final Report*. Office of Vocational Education, Kentucky Department of Education, 1988.

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Live, Love and Laugh

First:	You need to have some goals: "If you don't know where you're going, you will probably end up somewhere else."
Second:	Selecting your goals is a matter of choosing which direction you want to go, not choosing places you want to end up. Life is in the running, not in the arriving.
Third:	The possible directions that you can take will depend almost entirely on the number of assets you have going for you. Consequently, to expand your choices, you should be continually cultivating your assets. *You* will have to take the initiative. As the fellow said, "People who want milk should not seat themselves on a stool in the middle of a field in hopes that the cow will back up to them."
Fourth:	With few exceptions, your achievement will be won gradually, not overnight, and you should proceed accordingly. The Persians had a proverb: "Do little things now; so shall big things come to thee by and by asking to be done."
Fifth:	More than any other factor, your job, or more generally, your career, is going to determine how you live. Thus, give it a great deal of attention and thought. Those in this world who do not work, either by choice or by circumstance, do not amount to much. Usually, they do not even like themselves.
Sixth:	Basic to everything is health. Take care of your body; it is your instrument of life. With health, you have a chance; without it, nothing.
Finally:	Have fun. Don't take yourself too seriously. One of your first goals should be to develop a healthy perspective. Laugh a lot.

From *If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else* by David Campbell, Ph.D. ©1974 Tabor Publishing, a division of DLM, Inc., Allen, TX 75002.

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Successful Goal Setting and Goal Achievement

Goal-setting skills can be learned and applied to numerous situations. The following criteria are to be met as you set your goals in life:

1. **The goal is achievable.** You will have enough time to achieve the goal. You have the necessary skills, strengths, abilities or resources.
2. **The goal is realistic and believable.** You believe you can achieve the goal. Given knowledge of yourself, the goal is realistic. Your mental attitude is optimistic and positive.
3. **The goal is specific and measurable.** Your goal is stated in specific, concrete terms.
4. **You want to reach the goal.** You chose the goal yourself. It was not chosen for you by someone else. The goal was chosen not out of requirement or because you "should."
5. **The goal is presented without an alternative.** The goal has focus. Alternative goals may leave you unsettled and may divide your energy.
6. **The goal is noninjurious** to you and others.
7. **You are motivated to achieve the goal.**
8. **The goal is worth setting** because it fits into your personal value system of what is right for you.
9. **The goal has a target date for completion.**

Reprinted from *Single Parent/Homemaker Training for Life Skills Handbook--Final Report.* Office of Vocational Education, Kentucky Department of Education, 1988.

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Six Achievement Steps

1. **Study yourself; find your strengths and weaknesses.** Achievers are realistic about themselves and try to learn more about themselves. They consider their own strengths--what they can do well. They also consider their own weaknesses--what they cannot do well and need to improve. They consider past achievements also and study ways to build on those past achievements. Achievers decide on goals based on their knowledge of their strengths, weaknesses, and past achievements.

2. **Get goal ideas.** Achievers often consider many goal ideas before they choose a goal to work for. Achievers think about what goals they want to achieve in life, in the far distant future. They also consider their goals for the near future--the next day, next week, and next month. What they learn about themselves helps them get goal ideas.

3. **Set a goal that is challenging but possible.** Achievers are good at setting a goal--choosing a goal and deciding to take responsibility for achieving it. The goal they set grows out of goal ideas they have considered. They set the goal carefully. The set a goal that is challenging to them--not too easy nor impossibly hard. They usually choose a goal that is definite and has a time limit so they can tell when they have achieved it.

4. **Plan carefully and intelligently.** Achievers plan what they will have to do to achieve their goal. They list the tasks to accomplish it and arrange them in order. They plan how to deal with obstacles within and outside themselves. They plan for whatever expert help they may need to achieve their goal. They check their progress and revise their plans when necessary.

5. **Keep striving.** Achievers strive, or work hard, to achieve their goals. They do the tasks they have planned, checking their progress along the way. For motivation, they imagine what it would be like to succeed or fail, or they use other striving methods. Sometimes in order to succeed, achievers need to find help to keep going and to overcome obstacles. Achievers do not waste time and use their skills efficiently.

6. **Evaluate.** Achievers evaluate their performance to see how well they followed each of the achievement steps. If they achieve their goal, they think back and consider what they did well and what they could have done better. If they do not achieve their goal, they ask themselves and others why not, and they ask what they could have done better. These are other questions achievers might ask themselves: How do I feel as an achiever? How does this success or failure lead to my next goal?

Adapted from *Learning to Achieve: Teachers Edition*. Eric w. Johnson and David McClelland, Scott, Foresman and Company, 1984.

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Evaluating Yourself as an Achiever

Evaluating yourself helps you plan more intelligently for the future. Achievers want to look to the future for several reasons.

- Looking ahead gives you a sense of direction, a sense of the possibilities for more progress.
- Looking ahead is a way of using your past achievements as a basis for future achievements. One goal leads to another, one success to another.
- Looking ahead tends to motivate you for future goals and to give you a greater sense of control over your life. Achievers do not just sit in the present and let things happen to them.

Now that you have a child, looking ahead to the future and setting concrete goals that you can achieve is even more important.

To evaluate yourself realistically, compare yourself with each of the following statements. The statements describe ways of thinking, feeling, and acting that are generally true of people who achieve. Put a check (√) by the statements that describe the way you generally think, feel, or act, and a circle (○) by the statements that do not describe things that you do.

Study yourself: find your strengths and weaknesses.

_____ I know about my strengths and weaknesses.
_____ I am aware of my past achievements.
_____ I am reasonably confident and self-reliant.
_____ I respect myself and what I can do.
_____ I feel in control of my life.
_____ I tend to try new things and try to do a better and better job.

Consider goal ideas.

_____ I use brainstorming techniques to get ideas for goals.
_____ I think about my strengths and weaknesses to get ideas for goals.
_____ I think about my past achievements to get ideas for goals.
_____ I think about activities I am interested in and new things I would like to try.
_____ Many of my goal ideas are challenging but possible.
_____ I develop many goal ideas I would like to achieve, both short-range and long-range.

Set a goal that is challenging but realistic.

_____ I set both short-range and long-range goals.
_____ Some of my goals are based on my strengths, weaknesses, and past achievements.
_____ The goals I set are responsible.
_____ The goals I set are medium-risk goals for me--challenging but possible.
_____ The goals I set are specific enough to be measured.
_____ The goals I set have a time limit.

14.01 Activity

Plan carefully and intelligently.

_____ I list tasks when necessary to achieve my goals.
_____ I arrange my tasks in order after listing them.
_____ I plan to find and use help when needed.
_____ My plans include how to deal with obstacles.
_____ When I get new information or meet new obstacles, I revise my plans as needed.
_____ I choose methods that are responsible.

Keep Striving!

_____ While striving, I check my progress on my list of planned tasks.
_____ I compete with myself, with others, or with a standard of excellence.
_____ I imagine feelings of success and failure.
_____ I remember past achievements.
_____ If I need to, I get encouragement from experts or by thinking of role models or heros.
_____ I use other striving methods as needed to reach my goal.

Evaluate.

_____ I am realistic about whether or not I have achieved my goals.
_____ I feel good about the goals I achieve.
_____ I ask myself how well I did in setting my goals and in planning and striving achieve them.
_____ I learn from my successes and failures how to improve and become a better achiever.
_____ I consider whether I have achieved responsibly with regard for myself and others.
_____ I think about how the goals I achieve may lead to future goals.

Characteristics of Achievers

_____ I am self-reliant.
_____ I want to do a better and better job.
_____ I feel responsible for my actions.
_____ I imagine feelings of success and failure.
_____ I enjoy achieving and dislike not achieving.
_____ I do not waste time, and I use my skills efficiently.

When you are finished, go back over the statements and put a star by five or six statements which you particularly want to improve. Then write a paragraph on what they reveal about you as an achiever now and about what you need to improve in the future. Keep this worksheet and refer to it later in the course to see how you have improved.

Adapted from *Learning to Achieve: Teachers Edition*. Eric w. Johnson and David McClelland, Scott, Foresman and Company, 1984.

Life Plans

Complete the following sentences with those things that you think of immediately.

I would like to finish ______________________________

By the end of the year I want to ______________________________

By next month I'd like to ______________________________

I'd like to have enough money to ______________________________

What I want to change most about myself is ______________________________

One thing I'd like from my boyfriend/girlfriend is ______________________________

I'd like to be the kind of friend who ______________________________

One thing I'd really like to try is ______________________________

Some place I'd like to go is ______________________________

One of my good qualities that I'd like to develop further is ______________________________

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1025 Vermont Ave., NW, Suite 210, Washington, D.C. 20005.

14.02 Activity

Life Maps

Directions: Give each student a large piece of newsprint (2' x 3') and assign them the task of drawing a map of their life.

Do not define what you mean by a "map," rather, explain that part of the task is to define "map" in terms of their own life.

Encourage students to play with the assignment and be creative, illustrating whatever they feel inspired to illustrate. They can use magazine pictures, stick figures, collage, or anything else they can think of.

Explain to students that this map will help them see that where they "have been" has some bearing on where they "will be" in the future. Ask them to highlight key points in their lives that they feel have helped determine the path they have taken, such as key decisions they have made, memorable events, meaningful experiences, exciting discoveries.

Also ask them to think about the key points in terms of their sex . . . would things have been different if they had been male?

Life maps should be brought to class on an assigned day and posted on bulletin boards or taped to the walls for sharing. Each student should be given a chance to explain her map to the rest of the class and answer questions.

Follow-up activity could consist of written reflection in journals, or discussion about how their life, up to now, may influence the course of their future. Follow-up could also include a discussion of the birth of the students' first child and how that has changed the course of their life map. You may want to ask students to do a "future" map for themselves and their children which starts at the point of the birth of their child.

Note: do not allow too long for completion of this assignment, as it may get set aside and the impact will be lost. It may also be done in class over the course of two class periods.

Adapted from *Women in Nontraditional Careers (WINC) Curriculum Guide*. Women's Bureau, U.S. Department of Labor, 1984.

14.02 Activity

Future Fantasy Narrative

Directions: Turn off or dim the lights in the classroom. Ask students to take a few deep breaths, relax, and close their eyes while you read the following narrative. Give adequate pause as indicated by ". . . ." marks while reading.

Imagine that it is a beautiful day and you are taking a walk down a pleasant tree-lined street . . . . As you are walking, an interesting house up ahead really draws your attention . . . . As you get closer to the house, you notice that the door is open and it seems to invite you to enter. You walk up to open the door and find that it opens into a sunlit hallway which leads to a large mirror . . . . You walk along the hallway until you reach the mirror. When you get to the mirror you discover it is a window. As you look through this window you begin to see a vision of yourself five years from now . . . .

Go with this vision as it takes you through a day in your life . . . .

It is early morning and you are lying in bed just beginning to wake up . . . . You open your eyes and look around your room, enjoying the way you have arranged things and the colors you have selected . . . . You get out of bed and walk across your room to open the curtains and let in the sunshine. Imagine the view you have as you look out your window . . . . Turning back to your room, imagine whether or not anyone else is with you in this place where you live. If there are others, imagine who they are and how they are related to you . . . .

Imagine now that it is Monday and you are getting ready for your work. Imagine what you will be doing today . . . . Go to your closet and select some clothes that will be just right for your day's activities, put them on, and look at yourself in the mirror . . . . Imagine now that you have eaten breakfast and you are on your way to work. Notice your neighborhood as you leave it for the day. Imagine what town or city you are ling in and where it is located as you travel to work . . . .

You finally arrive at your work. Imagine your work setting. Is it inside or outside? . . . . What does it look like? . . . . Who else is there and what are their jobs? . . . . What is your job? . . . . What kinds of things do you spend your day doing? . . . . How well do you like this job? . . . . Where are you hoping this job will ultimately lead you? . . . .

Imagine it is the end of your workday and you are on your way to meet friends and relax. Picture your friends and picture where you will meet them . . . . You are spending a couple of hours with them. Imagine how you will be spending that time . . . . Now you are on your way home to have dinner and wind up your day . . . . Imagine how you spend this time and who, if anyone, is with you . . . . Finally, you watch yourself getting into bed and drifting off to sleep . . . . You leave your vision and slowly return to the present . . . .

Reprinted from *Women in Nontraditional Careers (WINC) Curriculum Guide*. Women's Bureau, U.S. Department of Labor, 1984.

14.02 Activity

Entrepreneur of the Year!

Directions: You are in *PEOPLE MAGAZINE* as a female entrepreneur of the year. Create an image of yourself at a special awards dinner. You are extremely happy. See yourself being photographed while accepting the award. Your friends and family are beaming for you. See yourself being interviewed by the *People Magazine* reporter. Visualize as much of the experience as you can. Imagine your smiling face accompanying the printed words.

In the space below, write up the short, snappy article that appeared in the national magazine describing your business enterprise, how you got started, your ongoing inspiration, your feelings about the award and your future. Include a quote made by you. Use additional paper if you would like.

Now divide into small groups, exchange articles and take turns reading aloud one another's "copy."

Adapted from *Ohoyo Training Manual--Leadership: Self-Help and Assertion Training with American Indian-Alaska Native Women*. Sedelta Verble & M. Francis Walton, OHOYO Resource Center, Wichita Falls, Texas, 1983.

14.02 Activity

Making a Dream Come True

Think of a goal--something you have dreamed of accomplishing in your future. It can be any type of goal: educational, personal, or financial.

Write the Goal: Be very specific.

A Target Date: When do you want to accomplish this goal?

Expected Benefits: What are the ways that reaching this goal will help you?

Plans: What are the steps you need to take to reach your goal?

1.
2.
3.

Difficulties and Roadblocks: What are the things that might keep you from achieving your goals?

1.
2.
3.

Solutions: What actions can you take to overcome these difficulties?

1.
2.
3.

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14.03 Activity

Dealing with Setbacks and Discouragement

From time to time all of us have to deal with setbacks and with feelings of discouragement. Many of these setbacks and discouragements occur as people are striving to reach their goals. People who are high achievers deal with setbacks effectively by using some of the following methods:

- Find out what caused the setback.
- Make a plan to deal with the setback, including revising old plans.
- List new tasks in order.
- Keep the goal clearly in mind.
- Find and use sources of help, if necessary.
- Look for ways to increase information and strengthen skills as needed.
- Modify the goal, if necessary, to get around the setback.

People who tend to be defeated by setbacks or who don't try very hard do not tend to achieve their goals. Below are some behaviors, attitudes, and actions to avoid when you are trying to achieve a goal.

- Give up.
- Try the same old methods over and over again instead of thinking of new and better ways.
- Get somebody to do the job for them.
- Believe it will work out anyway without doing anything to get it to work.
- Pretend the goal was not really important so that they can pretend they have not suffered a setback.
- Complain about unfairness to cover up their own failure.
- Blame others for their own failure.
- Feel sorry for themselves.
- Feel they are not any good at anything, even though they may have good past achievements and good skills.

Adapted from *Learning to Achieve: Teachers Edition*. Eric w. Johnson and David McClelland, Scott, Foresman and Company, 1984.

14.03 Information

Nine Methods to Help You Keep Striving

Psychologists have found that achievers use a number of different striving methods to keep themselves working toward a goal. Below are nine methods to help you keep striving toward your goals. You do not need to use them all every time you strive for a goal; use only those that work for the goal you are striving for at the moment.

Divide the work into manageable parts: Most goals cannot be achieved in one great surge of effort. Setting tasks that can be completed one at a time can help you from becoming overwhelmed.

Set definite times to work: If you have a firm plan to follow, you are more likely to achieve your goal.

Promise yourself a definite reward after completing a part of the work: Hopefully you will get pleasure and satisfaction just out of the work itself and achieving your goal. However, knowing that you will get a reward after completing part of the work may help to keep you striving.

Check your progress on a chart or list: Make a list of your tasks and then check them off as you finish each one. Checking your progress gives you concrete evidence of your success in striving toward your goal, and allows you to revise your plans when necessary.

Encourage yourself with a sense of competition: You may be motivated by any of the three types of competition: with others, with yourself, or with a standard of excellence--either an external or an internally held standard.

Remember past achievements: Thinking about the past goals you have reached will help you to keep striving.

Think about role models or heroes: Keep in mind someone who you admire for achieving a particular goal; they can serve as a source of inspiration as well as for coming up with ideas to overcome obstacles.

Get encouragement from experts: Seek good advice from people who may have experienced the same problems you are facing. These people may advise and encourage you.

Imagine how good you will feel when you achieve your goal: Think ahead and imagine in your mind the satisfaction that will come from your achievement.

Adapted from *Learning to Achieve: Teachers Edition*. Eric W. Johnson and David McClelland, Scott, Foresman and Company, 1984.

14.03 Information

Competency 15.0

Skills to Make Appropriate and Realistic Decisions

15.01 Identify problem-solving and decision-making models

15.02 Identify attitudes toward decision-making

15.03 Develop an individual decision-making problem-solving action plan

15.04 Identify resources and strategies to overcome roadblocks

Competency 15.0
Overview

Solving problems and making decisions are not easy tasks. In times of transition or change, problem-solving and decision-making can become even more difficult, as we are faced with many options and conflicts. These tasks are also more difficult for young women who are socialized to believe that men will make all the major decisions for them. In order to succeed in school, family, or work, participants need to build confidence in their own abilities to solve problems and make wise decisions.

In this Competency, participants learn about methods and models for solving problems and making decisions. Further, participants understand that there is no one "right way" to make a decision; they choose methods that feel comfortable to them.

This Competency helps participants understand problem-solving and decision-making strategies. Participants completing Competency 15.0: Skills to Make Appropriate and Realistic Decisions will be able to:

15.01 Identify problem-solving and decision-making models
15.02 Identify attitudes toward decision-making
15.03 Develop an individual decision-making and problem-solving action plan
15.04 Identify resources and strategies to overcome roadblocks

In Indicator 15.01, instructors discuss problem-solving and decision-making models with participants. Several steps and processes are discusses. In Indicator 15.02, participants assess their attitudes toward decision-making through activities. Indicator 15.03 provides various activities to help participants develop their personal plans for making decisions and solving problems. Indicator 15.04 asks participants to plan for the obstacles that surely will crop up and asks instructors and participants to discuss resources and strategies to overcome obstacles and roadblocks.

Resources

Bolles, Richard Nelson. (1976). What color is your parachute? A practical manual for job-hunters and career changers. Berkeley, CA: Ten Speed Press.

Campbell, David. (1974). If you don't know where you're going, you'll probably end up somewhere else. Niles, IL: Argus Communications.

Lakein, Alan. (1989). How to get control of your time and your life. New York: New American Library.

Lindner, A. Frances. (1987). Career survival kit for teen education and employment: Personal choices, personal power. Madison, WI: Vocational Studies Center (Center on Education and Work), University of Wisconsin-Madison.

_____ On your own: Decisions for teens. Manchester, CT: Arthur H. Helling Junior High.

Choosing a Strategy

Since there are three alternative strategies for making a decision--and each has its own advantages and disadvantages--the first task in making a decision is to decide which strategy to use.

Dependent Decision Strategy

The **dependent decision** strategy may appear to be the easiest; we've certainly had the most time to practice it! All we need to do is defer the choice to others, to let someone else decide. In a situation where the outcome is of little personal importance, this approach can save time and energy. If you're like most of us, many of your dependent decisions are made in the spirit of compromise, as in the case of participating in a group decision. There are also situations that may call for a more informed dependent choice. If your doctor recommends surgery, for example, you may wish to get a second opinion or have the reasons carefully explained. Knowing that you don't have enough information to make the final decision, you may at least depend partially upon your doctor's judgment.

A dependent decision can be self-defeating and produce unhappy results if it is used to avoid the work of exploring or the fear of making a choice on your own. Deferring a choice whose outcome is important out of fear or indecision does not help us to avoid the problem; it only means the decision will be out of our control, and will be made by others or by circumstances. The results will affect our lives just as if we had made the choice; even if we have transferred the decision elsewhere, the responsibility for coping with the results will still be ours.

Intuitive Decision Strategy

Decision makers who use the **intuitive decision** process rely on "gut-level" reaction; they check out their internal signals to see if something feels good. Intuitive decisions are usually made spontaneously and below one's level of awareness. Consequently, they take little time, data gathering, or conscious planning. They are useful in situations where time is at a premium, such as emergencies or unforeseen opportunities. Intuition often helps us in interpersonal relations, where factual data about the other person's reaction are not available. When used appropriately, intuition can help us retain both authority and responsibility in a difficult decision situation.

Intuitive decisions, however, can also have uncomfortable results if used as a substitute for or to avoid gathering needed information. In situations that are emotional or very important, intuitive hunches are sometimes hard to distinguish from wishful thinking or personal bias. If information and time to review a decision are available, it is usually wise to take advantage of them. After exploring, however, intuition or feeling may still play a part in the final decision. Intuition enjoys a better reputation now than in the past since we realize that hunches may really be perceptions based on

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information that is taken in over time but not consciously remembered. Nevertheless, it is probably wiser not to decide something on the basis of intuition alone, if there is other information available.

Planful Decision Strategy

The third strategy, the **planful decision** approach, involves exploration of our needs and the environment, and a rational weighing of the various alternatives, costs, and benefits. The pace of this approach is slower than others, but allows maximum time for data gathering, exploring, and experimenting. Questions can be raised and answered, and attention paid to details. These questions will help us anticipate possible problems, and increase smoothness and efficiency of implementation. This approach does not exclude consideration of personal feelings about the choices (intuition) or the opinions of experts and loved ones (dependency), nor does it intend to exclude personal and idiosyncratic decision strategies.

Because the planful approach to decisions can consume a great deal of time and energy, it is not always appropriate. Many decisions are not important enough to be worth this amount of effort, and sometimes needed information is not available. Another problem is that in any situation the data is never all in, and waiting for everything we need to know can be a way of delaying a decision. Finally, anyone who takes this decision style literally runs the risk of making a totally rational or totally independent decision, which may not reflect reality, since our feelings and the opinions of significant others are important to us.

Ideally, a balanced decision will include elements of all three decisions styles. Such a choice would consider information available from internal and external sources, weigh the validity of that information, and invest time in further exploration if it seems necessary. A productive decision will usually take into account whatever information one can marshall in the circumstances about self, others, and the environment.

Reprinted from *Curriculum Manual for Career Planning* by permission of Fox Valley Technical College, Appleton, Wisconsin.

Seven Steps to Problem Solving

This method works equally well at work as it does at home.

1. **Define what the problem is.**

   You may start talking about a messy house and discover one person carries all the housekeeping responsibility. The problem is that one person cannot do all the housekeeping.

2. **Start looking for a solution.**

   Provide lots of time and space for brainstorming. Don't throw out any suggestion or solution because it sounds silly or far out, just add it to the list.

3. **Nit-pick your list.**

   Cross off anything that isn't agreeable to all concerned. Sort through the remaining possibilities and select *one* all are comfortable with. The list for a messy house might include: move to the moon, sell the house, move to an apartment, each person take one room to be responsible for.

4. **Personalize the solution.**

   Make modifications so it will be easier to implement.

5. **Put the plan into action.**

   Part of this step is to plan ahead and form a deadline, a definite time and place to come back together and check out how things are coming along. In the beginning it may be important to list the rooms in the house, what needs to be done, by whom and the check-in date.

6. **Check the plan out.**

   Check with people involved to make sure everyone feels that the problem is being handled in the way they want it to be.

7. **Evaluating.**

   If it looks like things have not moved along the way you expected, "go back to square one" and start over again.

The real secret is to never give up.

Reprinted from *Balancing Work and Family,* 1985, by permission of Mary Dooley Burns.

15.01 Information

Steps in the Decision-Making Process

1. **Values Clarification**--assessing what qualities are of greatest worth to the individual (freedom, wealth, family, faith in God, integrity, etc.).
2. **Setting Objectives**--identifying the goal the individual wishes to reach in making the decision; what outcome is desired?
3. **Listing Alternatives**--mentally and/or physically identifying *all* possible choices of action; then sorting these alternatives into acceptable and unacceptable categories based upon the individual's values.
4. **Gathering Information**--identifying and seeking information concerning alternatives from a variety of sources; which can include professionals, written materials, friends, personal experiences, etc. This step may result in additional alternatives which must be considered.
5. **Applying Strategy**--putting all of the previous steps together to reach a tentative decision. Then the individual must weigh this decision against the:
    a. Risks--assessing risks the individual is willing to take to reach a goal.
    b. Consequences--accepting the consequences of the decision.

At this point, the final decision has been made.

Reprinted from *Focus on the Future: Career Decision Making for Women*, 1980, by permission of the Moorhead Technical Institute, Moorhead, Minnesota.

Decision-Making Rationale and Principles

Decision-making can be defined as a process in which a person selects from two or more possible choices. A decision does not exist unless there is more than one course of action, alternative or possibility to consider. If a choice exists, the process of deciding may be used. The process requires skills that can be learned, applied, and evaluated. In decision-making, a person needs to think about his/her personal values. Two individuals may face a similar decision, but each person is different and may place different values on outcomes.

Limitations in Decision-Making

1. Each decision is limited by what a person is capable of doing.
2. Decisions are limited by what a person is willing to do.
3. Decisions may be limited by the environment.
4. Lack of knowledge of personal values and lack of decision-making skills restrict or limit the decisions that can be made with satisfaction.

Three Major Requirements of Skillful Decision-Making Are:

1. Examination and recognition of personal **values**.
2. Knowledge and use of adequate, relevant **information**.
3. Knowledge and use of an effective **strategy** for converting this information into an action.

Decision-Making Process

1. What is your problem?
2. What are your choices?
3. Think about your choices:
   - possible alternative actions
   - possible outcomes or consequences or various actions
   - probability of outcomes or relationship between action and outcomes
   - desirability of outcomes
4. Make your choice.
5. Take responsibility for your decision.

Reprinted from *Single Parent/Homemaker Training for Life Skills Handbook: Final Report* by permission of the Kentucky Department for Adult and Technical Education, Frankfort, Kentucky.

15.01 Information

10 Steps to Making a Decision

1. State the decision you need to make.
2. Identify the problem or need.
3. State the outcome you want.
4. Identify any resources concerning the decision.
5. What are your alternative choices?
6. Weigh your alternatives.
7. Make a decision.
8. What action will you take?
9. Evaluate your decision.
10. Evaluate the steps and the process you used to make your decision.

Reprinted from A. Frances Lindner, *Life Skills Workbook: A Guide to Personal Growth*, Center on Education and Work, University of Wisconsin-Madison, 1987.

15.01 Overhead

Decision-Making Strategies

Determine your primary decision-making strategies:

Wish Strategy:	Choice of the alternative that could lead to the most desirable result, regardless of risk.
Escape Strategy:	Choice of the alternative that is most likely to avoid the worst possible result. Involves little risk.
Safe Strategy:	Choice of the alternative that is most likely to bring success; has the highest probability.
Combination Strategy:	Choice of the alternative that has both high probability and high desirability. Best strategy.
Impulsive:	Little thought, taking the first alternative, "don't look before you leap."
Fatalistic:	Letting the environment decide, leaving it up to fate.
Compliant:	Let someone else decide, following someone else's plans.
Delaying:	Taking a moratorium, postponing thought and action, cross that bridge later.
Agonizing:	Getting all lost in the data, overwhelmed with analyzing alternatives.
Planning:	Use a procedure so that the end result is satisfying. (decision-making process)
Intuitive:	A mystical, preconscious choice, based on inner harmony. It feels right.
Paralytic:	The decider accepts responsibility but is unable to approach it. "Can't face up to it." Decides but cannot carry through.

Reprinted from *Single Parent/Homemaker Training for Life Skills Handbook--Final Report*. Office of Vocational Education, Kentucky Department of Education, 1988.

15.02 Information

How do You Feel About Making Decisions?

Complete each of the following sentences by writing how you feel about making decisions.

1. When I have to make a decision I feel ______________________________

____.

2. I feel the hardest kinds of decisions for me to make are ________________

____.

3. I feel the easiest kinds of decisions for me to make are ________________

____.

4. Some decisions that I disagree with my parents about are ______________

____.

5. Good decisions make me feel ______________________________________.

6. Poor decisions make me feel ______________________________________.

7. I would like to make decisions about ______________________________

____.

8. I really like it when I make a decision and ___________________________

____.

9. I do not like it when I make a decision and __________________________

____.

10. One important decision I made recently was ________________________

____.

11. The hardest thing about making that decision was ____________________

____.

15.02 Activity

12. The best decision I ever made was ______________________________

____.

13. The worst decision I ever made was ______________________________

____.

Look back at your answers and see if you can learn something about how you feel when making decisions. Write a summary describing your attitude toward making decisions. Use the information you wrote about in this activity.

If you are not pleased with the way you make decisions, think about how you might improve. Write in how you might handle decisions differently in the future.

Reprinted from *Career Survival Kit for Teen Education and Employment. Life Skills Workbook: A Guide to Personal Growth*. Frances Lindner, Vocational Studies Center, University of Wisconsin-Madison, 1987.

A Decision Making Exercise

Think of an important decision that you need to make. Use each of the steps below to guide your decision-making process. Do each step, one at a time, in the order they appear. Be sure to record all the information at each step as soon as the step has been completed.

1. **State the decision you need to make.** Write down a clear description of the decision. Make it a brief statement.

2. **Identify the problems about the decision.** Write down your concerns about the decision. Identify the factors that make it a difficult decision.

3. **State the outcome you want.** Think about this clearly and carefully. You need to know the possible consequences of your decision. What will be the result or effect of your decision (both on you and on your child)? Write down what you want from this decision. To do this you need to think about what's important to you and what you are willing to give up. Knowing yourself and your personal values will help with this. Your decision should be made according to your values.

15.03 Activity

4. **What are your resources?** What resources do you have available to help you make your decision? A resource would be a person or place where you can get more information or help with your decision. For example, your family would be a good resource because they know you well. Ask for their advice but be sure to make the decision yourself, based on all the facts and information you find.

5. **What are your alternative choices?** What are other possible solutions or choices? An alternative is something you can do instead of, or in addition to, the first choice you have. Alternatives give you more than one way of looking at the problem and of choosing. After you have checked with all sources of information about your decision, list all the alternatives and choices you see as possibilities. Write down even those that seem silly. You may get ideas from them later.

6. **Weigh your alternatives.** Look at the list and predict what might be the positive and negative factors of each choice. Decide which ones are best for you. Then write the list again, ordering the best choices first and the less desirable choices last.

Positive Factors

Negative Factors

7. **Make a decision. Choose one alternative.** Decide from the choices you have listed which will give the best outcome for you.

8. **What action will you take?** Now that you have made a decision, act on it. Do what you have decided to do. Write down what action you will take to follow through on your decision.

9. **Evaluate your decision.** How do you feel about the decision you made? After you have acted on your decision, evaluate whether you made the best possible decision or if you might have made a better one.

10. **Evaluate the steps and the process you used to make your decision.** Was this the best way for you to make a decision? Are there things you might have done that would be helpful to organizing and acting on your decision-making style? Write down other steps you might include in making the next important decision.

This is only one method for making decisions. You can find out about other ways by talking to people, reading books on decision making, and trying ideas that might work better for you. Each person is different and may have a way that works best for her or him. The important thing to remember about making decisions is to be organized about it, and to be clear about the decision and choices facing you.

Reprinted from A. Frances Lindner, *Life Skills Workbook: A Guide to Personal Growth*, Center on Education and Work, University of Wisconsin-Madison, 1987.

Decide to Decide

A. Steps in the Decision-Making Process

Identify a decision you need to make and answer the following questions. Use the back of the page if you need more space.

1. What is the problem? Or what is the desired outcome?

2. What information do I have or need?

3. What are possible solutions or alternatives?
   a.

   b.

   c.

4. What are possible outcomes of the pros and cons of each alternative?
   a.

   b.

   c.

5. Which alternative will I choose?

6. How will I implement this decision?

7. How will I review or evaluate the outcomes of my decision?

B. Truths in the Decision-Making Process

1. Am I *aware* of my behavior, values, style? Yes No
2. Have I acknowledged factors beyond my control? Yes No
3. What risks are involved?
4. Did I exercise my freedom to choose between alternatives? Yes No
5. Did I act responsibly? Yes No
6. Did I consider the impact of the alternatives on myself and others? Yes No

C. Criteria for Judging Decisions

1. Did the alternative chosen have the highest probability coupled with the highest desirability? Yes No
2. Was the alternative selected consistent with my values? Yes No
3. Am I willing to assume personal responsibility for the decision? Yes No

Reprinted from *Career Smart: Curriculum Guide for Making Smart and Healthy Decisions*, 1987, by permission of the Minnesota Curriculum Services Center, Little Canada, Minnesota.

15.03 Activity

Decisions: A Second Child?

Many teen parents unexpectedly become pregnant again within the first year after they give birth. Preventing another pregnancy needs to be seriously considered as your parenting responsibilities become real, and as you make choices for your future. Looking at your short-term and long-term goals, and deciding whether or not a second child fits into these goals, is part of a decision-making process. Learning to say "no" to sex and using birth control when you do decide to be sexually active are the best methods for taking responsibility for yourself and your future.

Think about what having another child would mean to your life. Then, in the following space, answer the questions as best you can, given your present situation.

1. What kind of life can you offer another child? Will the child have the quality of life it deserves?

2. What whould having another child mean for you and your present child right now?

   a. Economically (having to support two children: how will you pay for medical care, food, clothing, child care, education, etc.):

   b. Socially (your social life):

   c. Emotionally and personally:

   d. Physically and mentally (your energy to keep things going for yourself and two children):

15.03 Activity

2. Can you provide the same quality of loving care to two children in your present circumstance?

3. How would having two children affect your chances for finding a partner with whom you can share your life?

4. With two children, will you still be able to get the education and training necessary to find a career that will be rewarding to you?

5. How would having another child now affect your finishing high school?

6. How would having another child now affect your feelings about yourself?

7. Think about your life five years from now. If you got pregnant again now, what would your life be like five years from now?

Based on materials from *Career Survival Kit for Teen Education and Employment: Personal Choices, Personal Power*. Frances Lindner, Vocational Studies Center, University of Wisconsin-Madison, 1987.

Think Before You Act: Sexual Decision-Making

If you are thinking about becoming sexually active again, or if you already are, you might want to answer the following questions as you make some decisions about your sexuality.

What are your top five priorities in life?

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

What are your plans for the future (career, education, etc.)? ______________________________

____

____

____

What do you look for in a partner? ______________________________

____

____

____

What are your reasons for being sexually active? ______________________________

____

____

____

15.03 Activity

What are your responsibilities for communicating with your partner about feelings and outcomes? ______

______

______

If you decide to become sexually active, what method of birth control will you use?

______

What are the most important things you want in a method of birth control (i.e., cost, reliability, ability to prevent sexually transmitted diseases, ease of use, partner's acceptance of the method)? ______

______

______

What are the physical and emotional risks of being sexually active? ______

______

______

______

Would you be able to handle another child? ______

Would having sex affect your feelings about yourself, your child, your partner, your family? If so, how? ______

______

______

You and your partner can get birth control information at family planning clinics or from your family physician. How likely are you to seek this information?

______

______

Adapted from *Career Survival Kit for Teen Education and Employment: Personal Choices, Personal Power*. Frances Lindner, Vocational Studies Center, University of Wisconsin-Madison, 1987.

Decision Making

Directions:

1. Clarify decision
2. List all possible solutions
3. List advantages, disadvantages, internal and external barriers to each possible solution
4. Gain new information and locate resources as needed
5. Make decision!

Problem/Decision to be Made:

Possible Solutions:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Possible Solution #1:

Advantages:

Disadvantages:

Internal Barriers:

External Barriers:

15.04 Activity

Possible Solution #2:

Advantages:

Disadvantages:

Internal Barriers:

External Barriers:

Possible Solution #3:

Advantages:

Disadvantages:

Internal Barriers:

External Barriers:

Possible Solution #4:

Advantages:

Disadvantages:

Internal Barriers:

External Barriers:

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Facing Obstacles: An Action Plan

Select a goal or objective and follow the outline below to identify any obstacles involved and develop a plan for overcoming the obstacles.

Objective/goals:

Obstacles:

Actions to remove/minimize obstacles:

The obstacle will be removed when:

Starting time:

Completion time:

Likelihood of reaching goal:

Importance of reaching goal:

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15.04 Activity

Competency 16.0

Skills to Access Role Models and Mentors

16.01 Define mentoring
16.02 Identify the benefits of a mentoring relationship
16.03 Identify potential mentors
16.04 Demonstrate confidence in asking for support, information and assistance

Competency 16.0
Overview

Mentoring relationships are recognized as being invaluable keys to success. Mentors can provide knowledge, encouragement and support. Talking with a role model or mentor can help participants understand what is expected of them in certain workplace situations and decide what career path to choose.

This Competency helps participants understand mentoring relationships and encourages participants to seek out effective mentoring relationships. Participants completing Competency 16.0: Skills to Access Role Models and Mentors will be able to:

16.01 Define mentoring
16.02 Identify the benefits of a mentoring relationship
16.03 Identify potential mentors
16.04 Demonstrate confidence in asking for support, information and assistance

In Indicator 16.01, instructors discuss the concept of mentoring with participants. In Indicator 16.02, through lecture and discussion, participants learn about the benefits and pitfalls of mentoring relationships. Indicator 16.03 asks participants to begin identifying potential mentors. One activity provided suggests participating in a "Job Shadowing" technique. Job Shadowing is a type of short-term mentoring that gives participants first-hand knowledge and information about potential careers. The Job Shadowing experience may lead participants to future mentors. The Activity Sheets in Indicator 16.04 suggest questions that might be asked of a mentor.

Resources

Illinois State Board of Education. (1990). Career links: An employment-related mentorship program for economically disadvantaged teenage girls.

Nash, Margaret a. (1991). Exploring new worlds: Trades and technical occupations for women. Madison, WI: Center on Education and Work, University of Wisconsin-Madison.

Northwest Regional Educational Laboratory. (1988). Hand in hand: Mentoring young women--guide for planning, implementing, and evaluating a mentoring program. Center for Sex Equity, Portland, OR (WEEAP, U.S. Department of Education).

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Northwest Regional Educational Laboratory. (1988). Hand in hand: Mentoring young women--student career journal. Center for Sex Equity, Portland, OR (WEEAP, U.S. Department of Education).

What Is a Mentor?

Mentor: A Wise and trusted counselor or
teacher, tutor, coach; a wise adviser

What Does a Mentor Do?

A mentor is a mature, experienced person who helps you take steps towards being all that you can be.

A mentor will share knowledge and exchange ideas with you. By visiting her several times, you will learn ways to act, talk, and dress that are appropriate for the workplace.

By sharing her experiences and success with you, a mentor will serve as a role model as you prepare to enter or advance in the world of work.

How Can a Mentor Help You?

A mentor can show how your interests, your beliefs, the abilities you have, and those you wish to learn work together to help you make career decisions.

A mentor is an experienced friend to whom you can turn with questions and problems related to school and work.

Reprinted with permission from Northwest Regional Educational Laboratory, "Student Career Journal," *Hand in Hand: Mentoring Young Women,* Book 3 (Newton, MA: WEEA Publishing Center/Education Development Center, 1988).

16.01 Information

What It Means To Be Mentored

In recent years, the age-old concept of mentoring has become extremely popular, and its application has been extended across many professional roles.

My personal definition of a mentor is simply someone who is always there for collegial support, but not dependency. It is through interaction within a positive working relationship that proteges are encouraged to achieve their personal and professional goals.

Expectations of Mentors

Reflecting on my past and present mentoring experiences, I feel that there are many essential characteristics that help to build a positive collegial mentoring relationship. Generally, some of my personal expectations are that a mentorship should feature availability, open lines of communication, demonstration of administrative expertise, the allocation of sufficient time, attention to the clarification of job expectations, and the provision of spiritual support.

- ***Availability***
  The fact that my mentor has been accessible at any time to help me through many difficult situations and clarify many pressing concerns and questions has always been quite comforting and reassuring. To realize that there is someone I can depend on to give me the "straight scoop" and help me to "learn the ropes" has helped me to build my levels of confidence as well as my competence.

- ***Open channels of communication***
  These are essential in building and maintaining a positive working relationship. There must be a high level of honesty and directness from the mentor if the relationship is to provide sound learning experiences along with creating conditions needed by the protege to achieve a degree of success. At the same time, the mentor needs to be responsive to the protege's needs, special abilities, concerns, questions, and newly-discovered realities. Incorporating positive human relations skills within mentoring should be the foundation upon which the relationship can be created and developed.

- ***Administrative expertise***
  The protege goes to the mentor with the expectation that the mentor will not only know how to do things, but more important, how to do things right. Previous experience as an administrator is important, but not nearly as important as demonstrating great expertise in a role.

- ***Time***
  Time is a precious commodity for every individual. The protege needs a few minutes here or there, and sometimes even more time to share and discuss concerns that arise. Time to sit, listen, and reflect on a protege's problems is a big responsibility that demands great commitment by the mentor.

- ***Clarification on the expectations of the job***
  Proteges experience conflict in terms of trying to understand what a job will be like before they ever get there. Mentors need to help proteges overcome the reality shock experienced in a new position.

- ***Spiritual support***
  It is reassuring to have a person believe in you so strongly that you feel as if you can do no wrong. It raises your level of confidence and competence at the same time. Many hesitations and anxieties are created when a protege enters unfamiliar territory or takes a new professional role. However, support should not be confused with the creation of dependency.

  Mentors must provide assistance to enable proteges to explore, understand, and take action for themselves, not to build a safety net to protect them from any chance of failure. In short, mentors must allow proteges the opportunity to determine their own direction and mode of learning, and make their own decisions regarding how they might use what they have learned.

Characteristics of Mentor-Protege Relationship

In developing a trusting, working relationship, mentors and proteges will encounter both good and bad times when the relationship will be tested. A major task for both proteges and mentors is declaring a commitment to maintaining, improving, and continuing the partnership so that both participants can reap the available personal and professional benefits.

Many building blocks go into the creation of a strong, positive, trusting, and working mentor-protege relationship. In general, the pairings must be valued by both participants. They must find the arrangement equally valuable and important that will serve as an opportunity for the mentor and protege to participate in a supportive setting.

The relationship should indicate a mutuality that is warmly regarded by both parties in terms of trust and respect. Kram (1985) described ideal mentoring as a "mutually-enhancing process where the career development of both parties is addressed." This conceptualization emphasizes that true mentoring has the potential of being as helpful to the mentor as it is to the protege.

Mentoring should be characterized as two-way, interactive activity. It should be incorporated in a risk-free environment where both the mentor and the protege are encouraged to express inner feelings, thoughts, and questions regarding their professional role or personal problems that they may wish to share. In essence, this can be viewed as a shared and expressive learning experience for both participants who sit, listen, and reflect on situations (past and present) to help each other in formulating available options or directions that can be pursued in resolving problems. All this is made possible through a variety of interactive collegial decision-making processes.

Finally, a mentoring relationship should serve as a form of motivation for both the mentor and the protege in that it will stimulate a desire for both to grow personally and professionally. Within a caring and trusting relationship, both parties should be able to view each other as colleagues who can offer new insights and possible solutions to arising problems. The value of the relationship should center around the fact that there is someone who is available, dependable, honest, sincere, trusting, and willing to provide true collegial support. A major component of the relationship must be ongoing collaboration that will enable participants to continue to learn, observe, and reflect.

References

Kram, Kathy E. *Mentoring at Work: Developmental Relationships in Organizational Life.* Glenview, IL: Scott, Foresman and Co., 1985.

Reprinted from Marsha A. Playko, "What it means to be mentored," *NASSP Bulletin,* Vol. 74, No. 526, May 1990, by permission of the National Association of Secondary School Principals (NASSP).

Expectations of Mentors

- Availability
- Open channels of communication
- Administrative expertise
- Time
- Clarification on the expectations of the job
- Spiritual support

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16.01 Overhead

Benefits of Being Mentored

There were five areas in which I felt I benefited from a mentor-protege relationship. They were gaining confidence and competence, blending theory with practice, developing communication skills, learning the tricks of the trade, and building a collegial network.

- ***Confidence and competence***
  As a rookie entering a new professional role, I felt there was so much more that I needed to understand, and at the same time, I felt that I lacked the ability to perform the necessary tasks for my position. Many proteges may question their abilities during their transition from one role to another. It is important for the mentor to provide support and guidance to help ensure the protege's successful transition.

  Many times the competence is there, but the confidence must be encouraged and reinforced. As a protege, I learned how and what questions to ask as a way to establish a sense of direction relating to the expectations of my new professional role. At the same time, I was fortunate to have a mentor who was able to ask the right questions, and who did not just try to provide all the right answers.

- ***Blending theory with practice***
  A mentor should stress to the protege that learning about a career does not just take place on the university campus. However, the protege's ability to blend the theory acquired through academic preparation experiences into practice in a new position can be strengthened when a seasoned mentor helps to guide and influence the work of the protege.

- ***Communication skills***
  The way you write and the way you present yourself says much about you as a person. The mentor can help the protege display a strong, positive image to others, while fine tuning those areas that need improvement.

- ***Tricks of the trade***
  When proteges move from the academic preparation phase of professional development to field-based learning experiences, it is essential that they begin to learn some of the tricks of the trade if they are to survive. These would include proven techniques and strategies that mentors have utilized successfully in different situations. The protege can borrow from the strategies to begin to build a personalized bag of tricks. Carbon copy responses are rarely effective.

  Learning the tricks of the trade also involves knowing how to function in the political world. Knowing what to do and following formal guidelines, policies, or procedures is different from knowing the real story concerning the who, what, or how of certain situations. Proteges want to be successful and conform to stated guidelines, but success is often defined as the ability to understand the way things really work.

In conclusion, mentoring is a way that one person is able to say to another that he or she is "worth it," and that he or she may succeed. What could be of greater value than that?

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16.02 Information

Let a Mentor Lead You--But Beware the Pitfalls

Just a few years ago, the idea of having a mentor to provide career advice was as hot as owning a pet rock. Fast-trackers pored over articles about the benefits of "mentoring." And some corporations even launched formal programs to encourage apprenticeships as a method of executive development.

Now that the furor has faded, was mentoring merely a fad? Hardly. It makes sense to have someone around who takes a personal interest in your career and offers unbiased counsel and help. "The risks of having a mentor far outweigh the risk of not having one," says Wesley Poriotis, a headhunter with Wesley, Brown and Bartle.

Still, there are risks to keep in mind if you become the protégé of someone older and more experienced. Should your mentor grow overly reliant on you as a well-trained and capable assistant, for example, he or she might hold you back from getting a transfer or promotion. Or, if you align yourself too closely with a mentor who later falls into disfavor, your position could be at risk, too. And some protégés get so friendly with their mentors they start to coast, which can lead to a mentor-delivered pink slip.

"Godlike Figure"

The risks can be reduced, however, by following a few rules. Don't rely on the classic one-on-one relationship. It's unrealistic to think that there's one "right" person to guide your career, says Kathy Kram, a Boston University professor. "That's like searching for the perfect mate or the godlike figure who can take care of all your needs."

Instead of forging one intimate friendship, build a number of supportive work relationships. That way, if a single mentor should be cut loose during a reorganization, you won't be as vulnerable as you would with only one.

Also look to establish mentor relationships with peers who may be grappling with the same issues and problems that you are currently encountering. These linkups tend to be best when peers work in different, noncompeting departments.

Finally, do not view mentoring as something that's needed only to help you get started up the corporate ladder. "At every stage of life and career," says Kram, "there are new dilemmas to be managed. Whether it's dealing with midlife plateauing or early retirement, the issues may change along the line, but the need for other people to help you sort them out and find answers never goes away."

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16.02 Information

Calling All Role Models and Mentors

Directions: In a group setting, read the following directions to students: We are going to do an exercise about mentoring and role modeling. Most of us have had individuals who profoundly influenced and/or assisted us at various times in our lives. While most mentors tend to be positive influences, there may have been negative mentors who provided insight into how we do *not* want to behave. Also, while it is most common for women to have female role models, many women are breaking new ground in arenas previously closed to them, thus important role models for some women will be males. Role models and mentors can also come in all ages and races. Let us now remember who some of our influential mentors and role models have been.

Close your eyes and relax deeply. Imagine that you are in an idyllic country setting. Enjoy the beauty around you. Feel the warmth of the sun; notice the patterns its light makes on the trees, rocks or other natural formations in your setting. Walk leisurely until you find a place to sit comfortably. See yourself in reverie. You are remembering all the people who have influenced you through the years. You do not have to work hard at it. The names and faces of people, some of them long forgotten, surface easily.

See yourself as a child. Who was an important role model for you? Were they from within or outside your family? Or both? What lessons did you learn from each role model? As each person's face appears to you, thank them for their encouragement, support or lessons about life. Some may not recognize they had served as a role model for you.

Remember all those individuals, male and female, who consciously or unconsciously served as your mentor or role model. In each instance, recall what they helped you learn and thank them sincerely.

Now visualize yourself as you may be in your late twenties. Who will your mentors and role models be? What is your life like? What are your aspirations? In the distance a young child approaches. The child advises you that you have served as his or her role model or mentor. You may or may not have known this. The child describes the help, direction or lesson you provided. How does it feel to know you have influenced another? Now, other people approach. Many are those who have served as your mentors or role models, others are people who come up to you and acknowledge that you have served as their role model or mentor. See yourself standing in the center of the human circle these people have created. Slowly look at each one in turn. Thank those who have been your mentors or role models, and accept thanks from those to whom you have been a mentor or role model. How do you feel? Allow yourself to experience the warmth, respect, and other loving emotions flowing to you.

When you are ready, return to your present setting and complete the accompanying worksheets.

16.03 Activity

My Role Models and Mentors

My age ____________

Name of mentor or role model ____

Relationship ____

Characteristics of that person ____

____

Name of mentor or role model ____

Relationship ____

Characteristics of that person ____

____

Name of mentor or role model ____

Relationship ____

Characteristics of that person ____

____

Which admirable characteristics of these influential people have you adopted?

____

____

____

Which admirable characteristics do you wish you possessed? __________________

____

____

____

How I Hope to Influence Others

When you pictured yourself in your late twenties, who was the young child who identified you as a role model or mentor? ______________________

What did that child learn from you? ______________________

Who were the other people who identified you as a mentor or role model?

What did they learn from you? ______________________

How do you feel about serving in the capacity of a mentor or role model? Do you enjoy it? Does the responsibility frighten you? ______________________

List several ways that you could be or are a mentor or role model. ______________________

Adapted from *Ohoyo Training Manual--Leadership: Self-Help and Assertion Training with American Indian-Alaska Native Women*. Sedelta Verble & M. Francis Walton. OHOYO Resource Center, Wichita Falls, Texas, 1983.

Job Shadowing

Job shadowing is one of the best ways to learn about a new job. In job shadowing, you spend the day (or part of a day) with someone who works in a field that you find interesting.

By job shadowing, you can discover what a typical day on the job is like. You also have the opportunity to ask questions. Some questions can be answered as you watch and learn. Other questions can be answered by the person you are shadowing. Try to find a female in your fields of interest to shadow.

Use the following section to collect information as you job shadow.

Field 1: Job Title

What does someone in this job do all day?

What is the working environment like?

What training (or education) do I need for this job?

What are the best parts of this job?

What are the drawbacks of this job?

What advice would you give someone wanting to enter this field?

Other notes about the job:

16.03 Activity

Field 2: Job Title

What does someone in this job do all day?

What is the working environment like?

What training (or education) do I need for this job?

What are the best parts of this job?

What are the drawbacks of this job?

What advice would you give someone wanting to enter this field?

Other notes about the job:

Reprinted from *Exploring New Worlds: Trades and Technical Occupations for Women*. Margaret A. Nash, Center on Education and Work, University of Wisconsin-Madison, 1991.

What's What and Who's Who

A tour of your mentor's workplace will also be a good source of questions about her job and her kind of work. It may also cause you to talk about some of the other jobs that you may not have noticed or thought about.

Touring the workplace can be a formal or informal adventure; you and your mentor will have to decide. Take this worksheet with you as you tour and make notes about the following things:

1. **What's the formal system like?**
   - its primary purpose
   - its product
   - its service (if a service organization)
   - customers or clients
   - product or service
   - internal communication (e.g., newsletters, memorandums)
   - technology used, especially computers

2. **What's the support system like?**
   - clerical
   - accounting
   - mailroom
   - custodial
   - research
   - other (e.g., media/duplicating)

3. **What is the informal system like?**
   - What is considered appropriate attire? Does it differ for men and women? different job categories?

16.04 Activity

- What do the "personal items" on desks and walls tell you about different people?
- What "social functions" take place (e.g., breaks, group lunches) and where (e.g., in coffee room, in hallway)?

Things to find out about: What else? (Here's your chance to add some of your own questions.)

- General job description
- Specific tasks and responsibilities
- Equipment and tools used
- What is produced

Things to find out about: What else?

- Working hours (per day, per week)
- What a "typical day" is like
- Work environment (noise, hazards, indoor/outdoor, travel, special clothing or uniforms)
- How this job fits into the total organization
- Unions and professional organizations
- Salary range and fringe benefits

Things to find out about: What else?

- Opportunities for advancement
- Employment projections: equal opportunities regardless of sex or race
- Effects of technology on her work
- Effects of the country's economic condition on her job
- Hints she would give someone applying for her job
- Other jobs she could do with the same skills

Things to find out about: What else?

- How did she get started in this occupation?
- What other jobs has she held?
- What skills were developed from them?
- What personal qualities are needed for this job?
- What skills were developed from life experience rather than from jobs?
- How does this job or occupation fit into her lifetime goals (career? a steppingstone?)

Things to find out about: What else?

- What she likes and dislikes about the job
- What she would change if she could
- Avenues available to her for making suggestions on the job
- Interpersonal skills she finds most important and why
- Underlying attitudes and values important to her job
- Why she chose this type of work (with people instead of machines, for example)

Things to find out about: What else?

- Family time
- Leisure time
- Job-related skills she uses elsewhere
- Expanding interests
- Adequate exercise
- General health
- Tension and fatigue versus stimulation, fulfillment, and increased energy

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Competency 17.0

Attaining/Enhancing Basic Academic Skills

17.01 Identify common barriers to academic success
17.02 Demonstrate skills in overcoming barriers
17.03 Identify technical skill deficiencies
17.04 Demonstrate skills in overcoming technical skill deficiencies
17.05 Identify potential barriers to success in a nontraditional occupation
17.06 Assess study skill deficiencies
17.07 Identify and access resources for continuous study skills improvement

Competency 17.0
Overview

For many who are entering the paid labor force, success in their new careers is dependent on success in school first. School can be an intimidating experience for anyone, let alone a teen parent re-entering or trying to finish school after the birth of a child.

In addition, the "high-tech" world in which we now live may be unfamiliar and frightening to many. Young women may experience anxiety when confronted by math, computers and other areas. This Competency focuses on attaining basic academic skills in order to increase the likelihood of school and workplace success.

This Competency is not meant to be comprehensive. In fact, most high schools, community colleges and technical schools already have in place excellent resources for addressing these issues. Instructors should use the time available for this Competency to help participants assess their skills and their needs, and then point them in the direction of resources in the community and at the school that can help them further.

This Competency is designed to help participants assess their needs and locate community resources. It also is designed to help break down feelings of isolation, to help participants see any academic difficulties as normal and fixable, and to encourage participants to get the help they need. Participants completing Competency 17.0: Attaining/Enhancing Basic Academic Skills will be able to:

17.01 Identify common barriers to academic success
17.02 Demonstrate skills in overcoming barriers
17.03 Identify technical skill deficiencies
17.04 Demonstrate skills in overcoming technical skill deficiencies
17.05 Identify potential barriers to success in a nontraditional occupation
17.06 Assess study skill deficiencies
17.07 Identify and access resources for continuous study skills improvement

Indicator 17.01 helps participants recognize that they are not alone in whatever academic problems they may be having. Indicator 17.02 focuses on specific problems, such as computer phobia, math anxiety, technical competencies, and test anxiety. During the time allotted for Indicator 17.03, instructors can conduct assessments of technical skills. In Indicator 17.04, instructors can rely on already-existing local resources to help participants overcome the technical skill deficiencies identified in Indicator 17.03. Indicator 17.05 looks more closely at nontraditional occupations. Instructors are provided with information on why women often do not choose these occupations; discussion of this topic should conclude with ways to overcome barriers. The final two Indicators, 17.06 and 17.07 focus specifically on study skills. Again, instructors can conduct assessments of participants' current study skills, and then rely on local resources for ways to improve study skills.

Resources

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Tobias, Sheila. (1990). Succeed with math. New York: Macmillan Publishing Co.

Confronting Math Anxiety

As our national concern over mathematics and science performance increases, realization is growing that innumeracy (mathematical illiteracy) and scientific illiteracy are also serious problems in our society. Lack of mathematical understanding affects personal decision making, career selection and advancement, and the ability to respond to changing workplace requirements.

Math Anxiety: State of the Art

Teachers and students have found it difficult to understand and deal with math anxiety. Prior research has shown that males and females differ in certain types of math performance, especially spatial abilities, and that enrollment in math classes is less common among females. However, research has not clearly shown how math anxiety contributes to these differences.

Newer findings suggest that men and women seem to be affected by math anxiety. (Holden, 1987) Fear of testing or evaluation may lie at the heart of the problem. In fact, the definition that best fits present evidence is that math anxiety represents an anxious state *induced by fear of failing when attempting to learn or to demonstrate one's learning of mathematics.* It results in a high level of emotional interference that can disrupt memory and logic. The anxious individual has trouble interpreting information, and may not be able to recall needed data or procedures. When these experiences occur regularly, the level of anxiety tends to rise and may lead to a frustrating cycle of failure and insecurity that can be hard to break.

Math anxiety has been attributed to a variety of sources, summarized by Tobias (1980) into five categories: myths associated with mathematics; out-of-class experiences; expectations; reading and language facility; and classroom stress. Being aware of these contributing factors can be useful, of course, in probing the roots of anxiety reactions. If you erroneously believe, for instance, that people who are skilled in mathematics can produce virtually instant solutions to problems, your own painstaking efforts are clearly likely to induce greater anxiety. If your classroom experiences with mathematics have been stressful, featuring timed tests, public displays, or critiques of solutions, and the elusive search for "right answers," you are likely to be anxious in your future math encounters.

Math anxiety remains a very real concern that merits further attention by educators. Its effects can range from fairly mild physiological and psychological discomfort to such high-impact consequences as dropping out of school or altering a career choice in order to avoid required math courses. Access to many jobs, with or without college-level training requirements, is sharply limited by math deficiencies. Even entry-level jobs may, with advancement, require substantial contact with such mathematically based supervisory or managerial activities as scheduling, forecasting, statistical reporting, and budgeting. In addition, having job-related, mathematical tasks performed by employees experiencing serious math anxiety has obvious implications for efficiency.

A Cognitive Process Approach

The 1989 *Yearbook of the Association for Supervision and Curriculum Development* focuses on ways that current cognitive research can be used to strengthen educational programs. It provides an important perspective by showing how students can learn to be much more effective *thinkers* while acquiring the knowledge needed for success in the 21st century. (Resnick and Klopfer, 1989) Several of the yearbook's themes can be applied to the problem of math anxiety. Four are developed here to highlight useful ways to help students who are experiencing math anxiety.

1) Knowledge that works for you. Cognitive research has shown that *knowledge* is indeed, and not surprisingly, central to learning. Recent research has emphasized that this basic core of knowledge must be made *generative*--able to be freely called up and used to solve problems, to interpret new situations, and to think about experiences. Generative knowledge is *not* gained by passive learning, but grows from active and repeated use of new information or procedures to organize ideas, explain inconsistencies, and build relationships among ideas.

Students who have been able to build generative knowledge, tested and applied in various situations, develop greater *confidence* in their ability to retrieve or reconstruct procedures or ideas as needed. Those who have simply been given information, without questioning it or looking at how it relates to other things they know, are typically less secure in their knowledge. They find that if any part of a procedure is forgotten, or if the new situation has somewhat different features than their "learned" model, success is unlikely--further confirming their personal sense of inadequacy. It now seems clear that these individuals are suffering consequences of non-generative learning.

Math-anxious individuals often use several coping strategies when called upon to learn or apply mathematical knowledge. They are not likely to reveal their "ignorance" by asking questions, especially in a public situation, and they frequently resort to memorization or rote use of a technique that has worked before. Throughout their school years, these coping strategies may have been rather successful, since textbooks tend to segregate exercises calling for specific techniques and since many teachers seldom deviate from this predictable, answer-driven approach.

Clearly, educators must use instructional strategies that favor the growth of generative, not static, knowledge. Teachers can help by providing opportunities to go back to the most basic underlying math concepts where needed. They can encourage students to work actively with concrete models, for example folding paper or creating patterns with tiles. Learners should be asked to test possible solutions. The important point is to create exercises that demand more of the student that just memorizing and reproducing steps of a solution. The goal of building generative knowledge requires the learner to practice thinking ahead, recognizing the actual problem, anticipating consequences, and seeing applications to other situations.

Examples that lend themselves especially well to this goal include consumer, household, or workplace math applications involving estimation, measurement, scheduling, or purchasing. In each case, a standard textbook problem can lead to a generative use of basic skills. The teacher can guide the learner in deciding whether a solution would be practical, thinking of other ways the problem could be solved, or evaluating whether the answer would still be true if the conditions of the problem were changed in some way.

Teaching that builds generative knowledge is admittedly "harder"--it takes more creative planning, demands more time, and requires a supportive working relationship between teacher and learner. It *is,* however, well worth the effort, having the potential to give math-anxious individuals greater confidence in their ability to use math in situations where they need it.

2) Joining skill and content. Cognitive research supports the joining of skills and content to strengthen learning. Mathematical concepts should be learned in close association with useful "thinking skills." While teaching area and perimeter, for example, the instructor should identify thinking skills that can be practiced with this topic, such as comparing, classifying, estimating, analyzing, or predicting.

Emphasizing reasoning and problem-solving skills pays off in greater success with the subject matter being learned. Mathematics is a content area filled with opportunities to use these skills meaningfully. A well-designed math program can help students learn to give logical reasons, make inferences, recognize relationships, and generate alternative solutions.

Recent cognitive research makes it clear that individuals can acquire specific thinking skills that put solutions to both standard and non-standard math problems within reach. Steps must be taken, particularly with students with self-defeating beliefs about mathematics, not only to provide extensive practice with the different thinking skills, but also to make very apparent to them any progress in this area. Many students, especially those who have experienced failure and frustration in school, erroneously assume they are already as "smart" as they will ever be. This notion of being able to strengthen and expand one's repertoire of *thinking skills*--a much more powerful outcome than simply gaining additional knowledge to pass a proficiency or entrance test--deserves emphasis in its own right.

3) Linking motivation to cognition. Motivation is now being looked at as an integral part of thinking. Even our personal awareness of what or how we are thinking at a certain time, known as "metacognition," is unlikely to be activated if we don't feel *motivated* to do so.

Being motivated to learn generally requires that the outcome is valued and success seems within reach. People cannot be expected to invest the energy required to process information at the more sophisticated levels of thinking (such as analyzing, probing for logical errors, or developing alternatives) when they could "get by" with less in a situation lacking motivational appeal. Similarly, although metacognition can aid problem solving by keeping you aware of the thinking strategies being called into play, these interior "self-talks" are not likely to aid learning unless positive motivation is created.

Motivation has long been an important concern of educators. It remains a major challenge due to the complex factors that influence the typical student's motivational state in regard to new educational experiences. For the math-anxious person, the impact of motivation is clearly even more daunting. Emotional interference occurs whenever that individual tries to think in mathematical terms. Where a long-term pattern of course failure is also present, the obstacles to success may truly appear formidable.

Top priority should be given to helping the math-anxious learner keep moving ahead and making progress. Teachers should provide strategies for continuing to think, write, and try even when the interior voice is shouting, *"Stop! You can't!"* Tobias suggests using a vertically divided page for mathematical work. One side is used for calculations, drawings, or other steps of the solution process. The other side puts metacognition as well as "emotional surveillance" into effect. The math-anxious learner is taught to keep writing even as nervous symptoms start to occur. If nothing can be thought of for the "work-side," it is crucial to record feelings, thoughts, and self-talk on the "reaction-side." This approach enables the instructor to give encouragement as well as specific feedback for future improvement, noting exactly where problem solving broke down, suggesting a set of steps to try out next time, and building more positive self-talk in the learner. Even at the early stages, this technique can help students avoid the anguish of staring at a blank sheet while others in the room seem to be finding so much to write down.

Linking motivation to cognition through techniques such as this avoids devoting undue time and energy to reviewing past events. The instructor's focus is on finding out whether math anxiety is a problem for the student, assuring those confronting the problem that their feelings are quite common and can be conquered, and providing activities designed to give early success experiences.

4) Using social communities. Students are often placed in positions where their work is visible to others and where they see how others handle the same types of tasks. This can be a source of considerable stress. Turning to classmates or co-workers for needed assistance and support is often resisted. Newer work in cognitive psychology, however, points to the importance of such social interaction as an aid to effective learning. Students represent a wide variety of life experiences and academic profiles. Class members not only have the potential to encourage others, but to model specific problem-solving skills that can be very helpful to their peers. They represent a valuable but generally neglected resource.

The use of social communities has, under the general heading of "cooperative learning," achieved considerable popularity in elementary and secondary education. While specific features need to be tailored to each adult learning environment, this approach fosters shared responsibility for making progress. Several students can work as a team to practice certain math concepts or skills, for example, with each member expected to help everyone understand the key ideas. Individuals can be given specific roles in a realistic problem solving session, acting as customer, sales clerk, bookkeeper, manager, or comparison shopper, for example, while contributing to the team's learning. Individual assessment is recommended to ensure every student's satisfactory progress, and rewards for both individual and group achievement are used.

Application of cooperative learning guidelines provides an excellent vehicle for helping students who suffer from math anxiety. When two to four students are jointly responsible for solving a problem or completing an assignment, no one person is in the spotlight, and it becomes "all right" to make mistakes and to ask questions. There is less pressure to find one right way or one correct answer, and it is much more likely that different approaches will be proposed and explored--paying off in a much richer understanding of the topic. Students learn that evaluation need not be a threatening experience, and that it is typical to make mistakes on the way to successful solutions. Naturally, the teacher needs to plan carefully for success, deciding who should work together, choosing appropriate exercises for group practice, and guiding learners through their early uncertainty in studying and working cooperatively. The emotional support and academic assistance made possible by using this strategy, though, are precisely the areas most important to the math-anxious learner.

Summary

Math anxiety has serious consequences for those who experience it in daily life, in school, or in work. It has not been greatly reduced through measures previously taken and shows little promise of "going away" by itself. Without requiring expensive new programs, the themes explored here form the basis for a meaningful attack on this problem. Guidelines and techniques within each of the four areas are likely to reduce the disturbing waste of learning potential that now occurs when math anxiety interferes with thinking.

Adapted from Janet R. Handler, "Math Anxiety in Adult Learning," *Adult Learning,* April 1990, Vol. 1, No. 6 by permission of the American Association for Adult and Continuing Education, Washington, D.C.

Problem Solving--an Attitude as well as a Strategy

George Pólya, in his famous book *How to Solve It* (1946, 5), outlines the following method for problem solving:

1. Understand the problem
2. Develop a plan
3. Carry out the plan
4. Reflect on one's work

The crux of this strategy is, of course, the second step. Pólya, and many authors before and after him, suggested several methods for developing a plan, such as draw a picture, guess and check, and choose a simpler case. However, if none of these attacks work, what does one do? Pólya does not have much help for us. "The first rule of discovery is to have brains and good luck," he says. "The second rule of discovery is to sit tight till you get a bright idea" (1946, 158).

Experienced problem solvers know that although this advice does not seem very helpful, it is about the only advice that can be given. They know that when the solution to a problem continues to elude them even after hours or days of committed work, if they do sit tight, eventually good luck favors them and some new insight emerges. Usually such insight comes to them suddenly, at some odd moment, often when they are not working directly on the problem. Frequently they are at a loss to explain where it came from. Such an emergence of new insight is frequently called a *breakthrough*.

Both Henri Poincaré (1929) and Jacques Hadamard (1949) wrote on the subject of mathematical breakthrough. More recently, a book has appeared by Noddings and Shore (1984) that covers the subject quite thoroughly from a general rather than a mathematical perspective. These works seem to agree that some ways of sitting tight and waiting are more productive than others. For want of a better phrase, we can call these more productive ways of sitting and waiting a *problem-solving attitude*.

With the heavy emphasis on teaching problem solving in today's mathematics curriculum, it would be well for us to explore this problem-solving attitude further. When we teach problem-solving strategies to students, we must be cautious that we do not give them the impression that problem solving is a bag of tricks that we apply at the right time and place. It is important that we discuss with them that our attitude toward our work is just as important as the strategies we use in our work.

Just what are the components of the problem-solving attitude? Standard 6 in the chapter on "Evaluation" in NCTM's recent *Curriculum and Evaluation Standards for School Mathematics* (1989, 214) seems to be pointing to just such an attitude. This standard suggests that we assess students' "mathematical disposition," which is described as follows:

17.02 Information

- confidence in using mathematics as a tool to communicate, to reason, and to solve problems;
- flexibility in exploring mathematical ideas and trying alternative methods in the solution of a problem;
- willingness to persevere at a mathematical task;
- interest, curiosity, and inventiveness regarding mathematics;
- tendency to monitor and reflect upon their own thinking and performance.

Let us consider each of these components further.

Of the five components listed, I would choose as primary the third one, "willingness to persevere at a mathematical task." No one has ever solved a problem without *wanting* to do so, and this desire must be strong enough to keep one working when the problem proves difficult. We need to emphasize to students that they can become better problem solvers by wanting to solve problems and by working hard. As with tennis, dance, or chess, talent is a factor, but a commitment to hard work always leads to improvement. Concomitant with this notion of perseverance is the ability to ponder the problem even over a long period of time. Noddings and Shore call such pondering "vivid passivity" in which we are "fully engaged" (1984, 74).

We may want to share Poincaré's accounts of his experiences or passages from Hadamard's work or some other mathematician's description of mathematical breakthrough with students. A good place to start looking is in *Mathematical People: Profiles and Interviews* (Albers 1985) or *The Mathematical Experience* (Davis 1981). Such writings contain helpful descriptions of both the waiting for, and the emergence of, new insight.

The second component listed is "flexibility in exploring mathematical ideas." Often a student reports to us that a problem can't be done because it does not lend itself to the strategy most recently discussed. Unfortunately, we may have programmed him or her to make this response by habitually assigning problems all of which use only the most recently presented strategy. We must be careful to listen respectfully to every suggestion of how to approach a problem and to beware of giving the impression that one solution is better than another because it was the one *we* had in mind. Our students must feel free to try various attacks on a problem rather than see their task as discovering the "right" strategy or the one they think we want them to use. At the same time, students must be helped to realize that when a particular attack has proved itself worthless, it is best to abandon it and start over with a fresh idea. A good example to share with students is the story of Kepler, who had to give up a pet theory that planets had circular orbits around the sun before he could find the correct answer (Kline 1959, 116), or the story of Saccheri, who for all practical purposes discovered non-Euclidean geometry but couldn't see what his results meant because he was so intent on proving Euclid's fifth postulate (Eves 1969, 125).

The fifth criterion, "the tendency to monitor and reflect upon their own thinking and performance," must also be a component of the problem-solving attitude. We should take time to let students verbalize why they did or did not succeed. It is interesting to note that students can rarely explain why they succeed. "I just saw how to do it" may be all they can say. Of course this explanation is all any of us can say about a moment of breakthrough. However, what we want them to ponder are the attitudes they brought to the problem: Had they allowed themselves to get really interested in it? What kind of attention had they given it? What were they doing when the insight came?

We might discuss some of our own experiences. Perhaps we might ask mathematicians at local colleges to recount stories of how insights came to them. Again, we can turn to the writings of well-known mathematicians. From such discussion, students will see that they are participating in the same process as the "greats," or at least the "professionals." The sophistication of the problems may differ, but the process does not.

As our students become better problem solvers they will fulfill the fifth criterion easily--"confidence in using mathematics . . . ." They may even grow to like it! Likewise, as they become more confident, they will become more curious and inventive, as criterion 4 states. A cycle will become operative, for as one becomes more interested and curious, one can persevere longer at the task and be more flexible in one's attack.

Being familiar with a variety of strategies surely helps us solve problems, but success comes to those who learn how to work with a problem-solving attitude, a hard-to-define mixture of structure and flexibility, patience and eagerness, diligence and relaxation. Let's teach the attitude along with the strategies.

Reprinted from Rosemary Schmalz, S.P., "Problem Solving-an Attitude as well as a Strategy," *Mathematics Teacher,* December 1989.

Test-Taking Made Easy . . . Well, Easier

The big history exam is coming up . . . to say nothing of quizzes in English, math, and science. With all that studying to do, who needs to use valuable time learning how to take tests?

You do. It's true that you, like many students, have been taking tests ever since your kindergarten teacher asked you to count the colors of the rainbow. Yet, despite all this experience, many students may not be all that test-wise. They may not realize that test-taking is a learned skill, not one you are born with.

Test-taking is also a skill that will be necessary long after you receive your high school diploma. If you go on to college, you will be essayed, multiple-choiced, and final-examed for years to come. Those of you choosing a non-college career path will still end up taking tests. Armed service recruits take placement exams. Tradespeople must pass exams for licensing. On-the-job promotions often come as a result of work-related tests.

Confidence Helps

One thing that will help your performance in any of these tests is confidence. Karl Kirkland and James Hollandsworth, psychologists at the University of Southern Mississippi, taught students several different ways of preparing for tests to see which was the most effective. They found that students who combined test-taking strategies with self-reassurance performed best on exams. These students gained calm and confidence by coaching themselves with thoughts like "I have plenty of time--read the questions carefully" or when they become distracted, they think, "I will think about that later, now, back to the test."

Of course, all the confidence in the world won't help if you haven't opened your biology book all semester. Luckily many experts have spent *their* study time finding methods that will help you prepare for that biology final--and all the other tests along the way.

Studying Doesn't Hurt

- Start your studying long before your exams. The best review begins at the time of your second assignment and continues through the semester. It includes well-organized notes, an outlined textbook, and all previous test questions.

- Identify and learn the most important information, especially material in boldface type, chapter questions, and chapter summaries.

- Test yourself by making up and answering questions based on the material. Don't cheat and just ask easy questions; you can be sure your teacher won't.

- Pay special attention to your teacher the week before your exam because most instructors will earmark important things to study. If you notice your teacher saying, "In this chapter we have seen the three very important instances of symbolism," you'd better know all three of those examples on test day.

- Try to avoid all-nighters at all costs. First, the mind doesn't appreciate or respond well to this kind of force-feeding. And, the morning after, you often feel so tired and dazed that you can't think clearly about what you've learned or how to organize it into a good answer.

- Don't use drugs, which affect short-term memory. This applies to the illegal ones, of course, but also to over-the-counter drugs that claim to promote alertness.

"Be Prepared"

Knowing the material is the first all-important step to a good test grade, but the process doesn't end there. You may know every fact required but still lose valuable points to misread questions or rushed, sloppy answers. Taking an exam requires almost as much care as good preparation. Here are a dozen ideas that, if followed, will help you score big on your next test:

1. Just like the Boy Scouts, "Be Prepared" with plenty of supplies. You don't want to waste any of your time or composure looking for a pencil or borrowing paper.

2. Read through the entire test, paying particular attention to all instructions. Make sure you understand what is required before you plow into answering the first questions. This initial read-through will let you gauge what lies ahead, tell you the type of answer expected, the number of points assigned to each question, etc. It also lets your unconscious start searching for a good answer to Question #5 while you are still formally working on your first essay.

3. Budget your time according to the point value of each question. If, for example, one essay is worth 50 percent of a test, plan to spend about half your work time on this question. Make a note of how much time to allot to each section and try to stick to the schedule.

Write Clearly

4. As silly as it may seem, write clearly. Teachers can't give credit to answers they cannot decipher.

5. Generally, answer the easier questions first. This method guarantees you will get credit for what you know. Writing down several correct answers may also build confidence to help you tackle the more difficult questions.

6. Look for the key and qualifying words in every question. Ask yourself what the

teacher is looking for in your answer: facts, analysis, the application of basic principles. Instructions such as compare and contrast, explain and evaluate might seem similar, but they require quite different responses.

7. For essay questions, a short outline can help you organize your answer into a logical presentation filled with important details.

Don't Give Up

8. If you run out of time before getting to that last essay, don't give up. Salvage some points by writing an outline with major headings, subheadings, and supporting facts.

9. For multiple-choice questions, try to come up with your own answer before checking the options your teacher has provided. Even if you see "your" answer, go through the others to make sure they aren't better than your own. Also, don't be influenced by the patterns of letters created by your response. Just because the answers have been "a, b, c, a, b, c" so far, only superstition suggests the next answer be "a" again.

10. Take your teachers into account while taking their test. Use the type of style and examples each prefers.

11. Leave space between essay questions in case you want to go back and add something.

12. Leave enough time to review your paper carefully for careless mistakes. Take this opportunity to supplement essay questions with new thoughts and ideas.

13. Never let a poor performance lower your self-esteem. Remember that exams test how much you know about a specific subject, not your worth as a human being. Only you can grade yourself in that!

Reprinted from Susan Goodman, "Test-Taking Made Easy . . . Well, *Easier*," *Current Health 2*, January 1990, Vol. 16, No. 5, by permission of Field Publications, Middletown, Connecticut.

Why Some Women Do Not Enter Nontraditional Occupations

1. **Fear of pay inequity**: Some women are afraid that if they go into jobs that are predominantly held by men, they will not get paid as much as the men on the job.

2. **Lack of confidence**: Some women are afraid that they are not able to do these jobs.

3. **Never thought of it**: Some women were told all their lives that only certain jobs are open to women--like waitress, cashier, or nurse. It may never have occurred to them that they could do other jobs.

4. **Hard to get information**: Some women want to get information and do not know where to look. Others have tried to find out about job openings in nontraditional areas and were given little or no information.

5. **Fear of what friends and family will think**: Some women do not pursue jobs in nontraditional fields because they are afraid that their friends and family will not approve.

6. **Hard to get training**: Women who already are working in traditional jobs (including being a housewife) may not have the time or money to get retrained for a nontraditional job.

7. **Fear of math and science**: Some women may not consider nontraditional fields because they think that they will need a lot of math and science, and they hated math and science in school.

8. **Fear of danger**: Some women are afraid of heights or of enclosed places, or of working with electrical or heavy equipment.

9. **Fear of bad treatment on the job**: Women may be afraid of being harassed, teased, put-down, or even hurt by others at the job-site.

Questions for discussion:

What other reasons are there that women have not pursued nontraditional fields?

Which of these feel like barriers to you?

What are possible answers or solutions to these barriers?

By Margaret A. Nash, Center on Education and Work, School of Education, University of Wisconsin, 1991.

17.05 Information

Why Some Women Do Not Enter Nontraditional Occupations

1. Fear of pay inequity
2. Lack of confidence
3. Never thought of it
4. Hard to get information
5. Fear of what friends and family will think
6. Hard to get training
7. Fear of math and science
8. Fear of danger
9. Fear of bad treatment on the job

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17.05 Overhead

Study Distractions Analysis

Concentration is the number one problem for many students. Frequently, the problem is one of finding a place to study where there are no external distractions. External distractions are those that originate outside the body. Telephone calls, visitors, and noises are examples. Concentration may be difficult when there are too many such distractions present. This checklist will help you analyze distractions in the places you study.

List the three places where you usually study in the order you use them most:
A. ______________ B. ______________ C. ______________

Now check the column that applies to each of these places. T = True. F = False

Place A	**Place B**	**Place C**		
T F	T F	T F	1.	Other people often interrupt me when I study here.
T F	T F	T F	2.	Much of what I can see here reminds me of things that don't have anything to do with studying.
T F	T F	T F	3.	I can often hear radio or TV when I study here.
T F	T F	T F	4.	I can often hear the phone ringing when I study here.
T F	T F	T F	5.	I think I take too many breaks when I study here.
T F	T F	T F	6.	I seem to be especially bothered by distractions here.
T F	T F	T F	7.	I usually don't study here at a regular time each week.
T F	T F	T F	8.	My breaks tend to be too long when I study here.

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T	F	T	F	T	F	9. I tend to start conversations with people when I study here.
T	F	T	F	T	F	10. I spend time on the phone here that I should be using for study.
T	F	T	F	T	F	11. Temperature conditions here are not very good for studying.
T	F	T	F	T	F	12. Chair, table, and lighting arrangements here are not very helpful for studying.
T	F	T	F	T	F	13. When I study here, I often am distracted by certain individuals (children, etc.).
T	F	T	F	T	F	14. I don't enjoy studying here.

Now total the checks in each column. The column which has the most "False" checks may be the least distracting place to study. Try to plan your day so that you do as much of your work as you can there.

Reprinted by permission of Helen Conway, Minneapolis, Minnesota.

Study Schedule Hints

The success of your study schedule will depend on the care with which you plan it. Careful consideration of some of these points will help you to make a schedule that will work for you.

1. **Study at a regular time and in a regular place**. Establishing habits of study is extremely important. Knowing *what* you are going to study, and *when*, saves a lot of time in making decisions and retracing your steps to get necessary materials, etc. Avoid generalizations such as "study." Commit yourself more definitely to "study history" or "study chemistry" at certain regular hours.

2. **Study as soon after your lecture as possible**. One hour spent soon after class will do as much good in developing an understanding of materials as several hours a few days later. Check over lecture notes while they are still fresh in your mind. Start assignments while your memory of the assignment is still accurate.

3. **Use isolated hours during the day for studying**. The scattered one- or two-hour free periods between classes, waiting in offices, or riding on the bus, are easily wasted. During the shorter periods, you can memorize vocabulary, study chemical formulas, review new vocabulary, preview a chapter, or proofread a theme. Anticipate these times and plan a particular study task best suited to the situation.

4. **Limit your blocks of study time to no more than two hours on any one course at one time**. After one and one-half to two hours of study, you begin to tire rapidly, and your ability to concentrate decreases rapidly. Taking a break and then switching to studying some other course will provide the change necessary to keep up your efficiency.

5. **Trade time--don't steal it**. When unexpected events arise that take up time you had planned to use for study, decide immediately where you can find time to make up the study missed and then adjust your schedule for that week. Note the three weekend evenings. Most students can afford no more than two of them for recreation, but may wish to use different evenings on different weeks. This "trading agreement" provides for committing one night to study, but rotating it as recreational possibilities vary.

6. **Schedule one weekly period in which all the course work presented during the quarter can be reviewed**. This is an important step for retaining the subject matter and for reducing panic while studying for an exam.

7. **Revise your schedule when necessary**. Revise your schedule, but do not abuse it. On occasion, special assignments, papers, exams, or better judgment will probably require some temporary revisions.

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8. **Use the first week of the quarter wisely**. The first week of the quarter is full of free time and little pressure. Study anything appropriate in the beginning. This is the best week for getting a head start. Once you are behind in your work, keeping a schedule (which means keeping up with your assignments) becomes very difficult.

9. **Post your weekly schedule in an obvious place where you study**. Keep your daily schedule with you. Remember, you will not be able to keep in mind the plans just written down unless you can refer to them often.

10. **Be sure that you run your schedule, not vice versa!** Check your schedule after each day. Determine whether or not you realistically planned an amount you could study. Determine, also, if you were self-controlled enough in completing your assignments.

Adapted from materials by Walter Paul, Patricia Wheeler Andrews and others.

Study Schedule Hints

1. Study at a regular time and a regular place.
2. Study as soon after your lecture as possible.
3. Use isolated hours during the day for studying.
4. Limit blocks of study time to no more than two hours on any one course at one time.
5. Trade time--don't steal it.
6. Schedule one weekly period in which all the course work presented during the quarter can be reviewed.
7. Revise your schedule when necessary.
8. Use the first week of the quarter wisely.
9. Post your weekly schedule in an obvious place where you study.
10. Be sure that you run your schedule, not vice versa!

Adapted from materials by Walter Paul, Patricia Wheeler Andrews and others.

17.07 Overhead

Competency 18.0

Understanding Differences in the Workforce

18.01	Develop an awareness of differences in cultures
18.02	Identify changing workforce and personal impact upon the workforce
18.03	Develop empathy in working with people from different cultures
18.04	Identify benefits of working with other cultures

Competency 18.0
Overview

People entering the workforce in the 1990s will be confronted by a workplace that is more culturally diverse than ever before. The all-white male atmosphere that has traditionally existed in American business will change as more immigrants and people from different cultural backgrounds join the workforce. The cultural diversity of this pool of new employees has already had profound effects on the way people relate in many work environments.

For the new job-seeker, an understanding of differences in cultures and an ability to communicate across cultures will be invaluable in the job market of the 1990s. As the workforce shifts to a more culturally diverse population, new workers will need such cross-cultural communication skills to work effectively with others. The worker who possesses these skills will also have an advantage in their search for employment, because many businesses are now beginning to seriously address ways of dealing with cultural diversity.

This competency is designed to enable participants to understand cultural differences in the workforce and to develop skills to interact effectively with people different from themselves. Participants completing Competency 18.0: Understanding Differences in the Workforce will be able to:

18.01 Develop an awareness of differences in cultures
18.02 Identify changing workforce and personal impact upon the workforce
18.03 Develop empathy in working with people from different cultures
18.04 Identify benefits of working with other cultures

Indicator 18.01 provides an overview of difference in the workplace and an explanation of cross-cultural communication. Participants get a picture of the new diverse workforce and the changes the workplace is experiencing in response to this new workforce in Indicator 18.02. In the next section, Indicator 18.03, participants are invited to examine their own feelings and experiences with people from other cultures through a series of activities. Finally, in Indicator 18.04, instructors are encouraged to lead a discussion or facilitate a group brainstorming session to help participants explore the benefits of working with people of culturally diverse backgrounds.

Resources

Colangelo, Nicholas, Dustin, Dick, and Foxley, Cecelia H. (1982). The human relations experience: Exercises in multi-cultural nonsexist education. Belmont, CA: Brooks/Cole Publishing Co.

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Munro, R. and B. Whiting. (1981). Handbook of cross-cultural human development. New York: Garland Press.

Schniedewind, N. and Davidson, E. (1983). Open minds to equality: A sourcebook of learning activities to promote race, sex, class and age equity. Englewood Cliffs, NJ: Prentice-Hall.

Steenland, Sally. (1989). Unequal picture: Black, Hispanic, Asian and Native American characters on television. National Commission on Working Women of Wider Opportunities for Women.

Sources for Additional Material

Afro-American Education Materials, 819 S. Wabash Avenue, Chicago, IL 60605

Anti-Defamation League of B'nai B'rith, 823 United Nations Plaza, New York, NY 10017

Institute for Peace and Justice, 4144 Lindell, Room 122, St. Louis, MO 63108

Racism and Sexism Resource Center, 1841 Broadway, New York, NY 10023

The Effective Multicultural Teacher

The effective multicultural teacher should have the knowledge and the academic, social, cultural, and interpersonal skills necessary to facilitate student achievement, regardless of students' or teachers' race/ethnicity or socioeconomic status. These teachers approach the classroom process of the formal and hidden curriculum differently. They are aware of the classroom dimensions such as interaction, social context, management, and organization that interfere with formal curriculum.

In addition, they are cognizant of ethnicity, socioeconomic status, gender and other cultural aspects that interact in the informal classroom process (Hernandez, 1990). These teachers are knowledgeable in the area of multicultural education--defined as a philosophy, process, and educational reform that emphasizes acceptance, respect, and appreciation for human diversity--and integrate its content and the process in the curriculum.

If information is unknown about students from different cultures or socioeconomic status, these teachers will have a knowledge base of research skills to seek information about their students. These teachers feel a need to be familiar with the historical, social, and cultural background of all students. For example, such behaviors as eye contact, sharing of objects and learning tools (pencils, paper, etc.), and taboos in students' culture will not be misinterpreted by the teacher as disrespectful, "stealing," or not willing to participate in class activities (Little Soldier, 1986). This type of cultural awareness will provide teachers the necessary knowledge to understand and become sensitive to the needs of a diverse student population.

The effective multicultural teacher possesses such characteristics as:

- Being sensitive to the needs of all students and realizing that cultural congruence between teacher and student is significant to student success (Nelson-Barber & Meier, 1990; Pang, 1988);
- Viewing differences among students in an egalitarian mode rather than inferior or superior mode (Gollnick & Chinn, 1986);
- Desiring to know the historical and cultural background of students because the information can increase a teacher's sensitivity and awareness and it can provide the knowledge base to supplement instructional materials (Banks, 1989);
- Changing the teaching strategies to meet the learning styles of students (Shade, 1982);
- Having high expectations of all students and providing the necessary experiences that would enable all students to meet those high expectations;

18.01 Information

- Using the student's environment regardless of economic conditions as a springboard for instructional design;

- Having the ability to recognize "isms" (racism, classism, sexism) in the hidden curriculum and formal curriculum and make concerted efforts to minimize such inequalities in the classroom (Sleeter & Grant, 1988); and

- Possessing a wealth of instructional strategies for diverse classrooms such as cooperative grouping, mastery learning, or experiential learning (Slavin, 1984; Bloom, 1988).

Effective multicultural teachers view their role as a facilitator for more than the dominant culture that is within most schools. These teachers incorporate teaching and learning strategies that enable students to be successful without having to "give up" their cultural identity and conform to the dominant culture. for example, attitudes such as "being smart" and "making good grades" will not be interpreted as "acting White," which many African Americans and other minority students may feel (Fordham & Ogbu, 1986).

Effective multicultural teachers positively acknowledge cultural diversity and use the necessary instructional strategies to enhance learning for all students.

References

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Gollnick, D. & Chinn, P. (1986). *Multiethnic education in a pluralistic society* (2nd ed.). Columbus, Ohio: Charles E. Merrill.
Nelson-Barber, S. & Meier, T. (1990). Multicultural context a key factor in teaching. *Academic Corrections,* 105.
Pang, V. O. (1988). Ethnic prejudice: Still alive and hurtful. *Harvard Educational Review, 58*(3), 375-379.
Shade, B. (1982). Afro-American cognitive style: A variable in school success? *Review of Educational Research, 52*(2), 219-244.
Slavin, R. (1984). Students motivating students to excel: Cooperative incentives, cooperative tasks, and student achievement. *Elementary School Journal,* 53-60.

Excerpted from *Equity & Excellence,* Vol. 25, Nos. 2-4, The University of Massachusetts School of Education Journal, Winter 1992.

Minority issues and Concerns

The experience of being an American Indian, Asian American, African American, or Hispanic within American culture is often vastly different from that of a white person. Racism, segregation, and stereotyping, affect a person's relationship to the world. These factors can negatively influence a student's educational outcome or participation in a program, especially when staff, agencies, or administrators lack sensitivity to these factors and their influence on participants.

In this discussion, racism is defined as a belief and/or behavior that establishes race as a primary determinant of human qualities and characteristics; it seeks to establish inherent inferior/superior relationships between people of different origins. Racism supports and maintains a power structure that prevents equal opportunity to those who experience it. It is used as a means to oppress specific groups and to prevent their access to educational, economic, and political resources.

If staff are not of the same racial background as their students, they may be unfamiliar with issues that affect student attitudes and behavior. Some of these issues affect communication between staff and student, and can create obstacles to desired outcomes. An awareness of, and sensitivity to, differences in values, attitudes, and approaches to problems will help improve cross-cultural communication. It is important to address these differences by acknowledging them and sharing concerns, rather than placing the onus of responsibility for being different on the student.

As participants living in a multi-racial society, we must continually examine our own culturally-bound barriers that inhibit positive communication and growth between individuals. Factors which can inhibit positive communication between staff and students of different racial/cultural backgrounds include:

- subtle or unconscious messages suggesting that minority students cannot perform at the same level as non-minority students;
- media images which do not reflect positive experiences of minority cultures;
- unintended language that suggests to student that staff has low expectations for students and may even expect failure;
- lack of knowledge and/or understanding of cultural differences;
- stereotyping or not seeing individuals as persons in their own right.

As staff providing educational and social services to teens, we have a professional responsibility to:

- learn to recognize and appreciate differences between ourselves and the students we serve;

18.01 Information

- examine our own ethnocentric values of paternalism and maternalism, and the language associated with these values;
- understand the importance of and need for positive role models who represent students' racial and ethnic backgrounds, if different from those of the staff;
- create a multi-cultural environment for students, and value the backgrounds from which they come;
- consider issues surrounding racism when they arise, addressing them directly and talking about them;
- read and research information about the historical, social, economic, and political factors affecting the students;
- identify and promote full development of a student's potential;
- respect and value ethnic and racial diversity;
- recognize when cultural differences are affecting communication and make appropriate adjustments;
- promote responsible, critical thinking in students to empower them to be their own advocates;
- awaken and expand each student's desire to strive for his/her full potential;
- be open and accepting;
- show care and concern for the welfare of the students we serve.

Hidden, subtle, and all too often negative messages and stereotypes are ever-present in dominant white culture. These messages seem valid because they come from recognized and institutionalized sources such as television, film, publications, literature, educational institutions, etc. We must continually question the validity and accuracy of the message we receive from these sources to fully understand the impact they may have on individuals.

Role models are an important part of the development of a person's identity. Studies show that culture and gender identification affects social behavior. Positive role models of successful individuals give students vital images to emulate. Positive minority role models can build and help to reinforce non-racist values and can positively influence student goals.

Teenage parents who belong to racial minorities often have additional barriers to overcome; however, they may also have additional resources that can help them better make the transition to adulthood and parenthood. For example, extended family networks and strong community support systems often exist in minority cultures. Where they do exist, staff can often identify additional support systems by contacting parents of the students. Staff working with minority participants need to determine and network with these additional sources of support.

As educators we share the responsibility of providing students with the highest quality education possible. We must continually strive to identify and eliminate negative factors affecting outcomes and increase positive personal and educational experiences for students. This is possible if we work toward an environment that is free of bias and that promotes equal opportunity for everyone.

Reprinted from *Career Survival Kit for Teen Education and Employment: Staff User Guide for Teen Parent Program Planning and Implementation*. A. Frances Lindner, Vocational Studies Center, University of Wisconsin-Madison.

Cross-Cultural Communication in the Workplace: Can We Stay Home Without It?

As the Workforce 2000 data shows, cultural diversity is and will be the rule rather than the exception in the American workforce. Cross-cultural communication is a natural requirement of the changing workforce demographics which the data describes. Cross-cultural communication provides some of the fundamental skills and building blocks upon which valuing and managing diversity rests.

Our time together is too short to have an in-depth discussion of cross-cultural communication in the workplace so I will confine my remarks to three topics: a very brief description of what cross-cultural communication is; why we can't stay home without it or why cross-cultural communication is essential for the present and future workforces and finally how one learns to communicate across cultures.

What Is Cross-Cultural Communication?

Cross-cultural/intercultural/multicultural communication is a tool which helps you to effectively work and interact with people of different cultures. As such it is not a set of skills for one group of people to have in order to work with another group, but rather skills necessary for all people who work together in a multicultural environment. The central principle of cross-cultural communication theory is that everything you do and everything you perceive is filtered through your cultural knowledge. You use this cultural knowledge in every situation. You know when it is safe to cross the street because of this knowledge. You can guess when someone from your culture is lying or know what is expected of you because of this knowledge. This is very effective when you live or work where the culture is homogeneous since it allows you to operate smoothly and predictably. You know what to expect and how to behave in any given situation. Unfortunately it causes problems when you interact with a group which is made up of people from heterogeneous cultures. Misunderstanding, hurt feelings and general ill will usually result when one culture's knowledge is used as the base for interacting with staff, employees, clients or customers from other, different cultures. You may find that just because the parking lot is painted to indicate appropriate parking spaces doesn't mean that someone won't park on the grass or that some of the foreign members of your staff seems dishonest because they will not look you in the eye. Cross-cultural communication is an integrated package of knowledge, skill, ability and attitude which helps you find out and understand things like this. It provides a way to know what to expect and how to interact when you live or work with people from other cultures. (In this case, other cultures can mean one which comes from halfway around the world or halfway down the street.)

Why Do We Need Cross-Cultural Communication in the Workplace?

The reason cross-cultural communication is essential in the workplace is the same reason it is necessary to make any good business decision-dollars and cents. The demographics tell us that the new job seekers will come from many different cultures. In Washington, D.C. and other areas of the U.S., it is now and will continue to be in the future a job seeker's market. Any potential employee (given the choice) will want to work where she or he feels the most comfortable and the most valued. The employers with the best reputation for providing this kind of environment will get the best applicants. Employers who don't will not only have limited access to the pool of job seekers but will also start to lose access to their most skilled culturally different employees because they too will go where they feel respected and appreciated. It is easy to find cost quotation for lost revenue when an employee quits unexpectedly or when an important position remains vacant. Cross-cultural communication is the initial step to prevent having this lose/lose situation occur.

I would like to illustrate with some examples of real life situations in which some skill and knowledge about another culture would have saved the day. Please understand that I have no intention of laying responsibility or blame for these situations with either party. They are simply very typical of what happens when people who are reacting very rationally within their own cultural frameworks try to transfer that knowledge into interactions with people from other cultures.

1. An older Vietnamese man worked at a local electronics company. His name (Huynh Van Trung) was difficult for his American supervisor to pronounce. The supervisor's solution to the difficulty was to not address Mr. Trung unless it was absolutely necessary. At those times he would call "Hey guy" and gesture to get his attention. After about two weeks, Mr. Trung, the Vietnamese employee, quit without an explanation. The supervisor was rather upset because Mr. Trung had been a good employee--very hard working and accurate. The supervisor felt very aggrieved because he thought that the employee's abrupt departure was unappreciative given the risk he had taken in hiring someone who didn't speak very good English and the time and attention he had taken in training him. Also, it would require valuable time and expense to hire a new employee. He guessed that the employee had quit to take a better paying job and left so abruptly because the new employer had wanted him to start immediately. In fact, Mr. Trung did not have another job. He quit because he felt he had been treated extremely disrespectfully. He hadn't understood what the supervisor meant when he said "Hey guy" so he looked up "guy" in his dictionary.

   Vietnamese culture and language have a highly structured way of addressing different people based on your status in relationship to them. According to Mr. Trung's cultural and linguistic interpretation, he had been addressed in what was equivalent to "Hey boy" to an American black male. Additionally this gesture is one which is only used with small children and animals in Vietnam.

2. The supervisor of a multicultural staff was having trouble making a decision about one of his employees from Afghanistan. The employee was very knowledgeable about the company product and the supervisor knew from conversations with him that he wanted to be promoted to salesman. However, the supervisor wasn't sure the employee had enough initiative to go out and

really sell the product. He felt this way because each time a situation arose which was even a little different from any other, when any kind of a decision was called for, when any conflict with the other staff members arose, the employee would always ask the supervisor what he should do. The supervisor felt that if he couldn't do these things within the office he would never be able to do them outside.

The employee from his point of view felt that he just had an inept supervisor. A good supervisor would not tell his staff to use their own judgment or deal with problems on their own. This is shirking his responsibilities. It is a supervisor's duty and prerogative to direct all work activities, make all decisions and control the activities of his staff. For an employee to try and do these things would be presumptuous, impolite, disrespectful and would probably lead to dismissal.

3. At an all-staff meeting, a Cambodian employee was unexpectedly honored for having the best performance record for the quarter. The staff people making the award said at the beginning of the meeting that they wanted to make a special announcement. They then said they wanted to recognize this staff person for the best quarterly performance, unfurled a large banner saying "Congratulations" and her name and held up a wrapped gift. After a few seconds and some encouragement from her coworkers, the employee walked to the front of the room, accepted the gift, said thank you and sat down. Upon further encouragement, she unwrapped her gift and placed it on the table.

   Although it was not obvious to her coworkers, the whole process made the employee very uncomfortable. Initially she was uncomfortable because in her culture people are not usually singled out of a group for praise or punishment. Cambodians are very modest people. To be publicly acknowledged causes internal conflict because receiving public attention is perceived as being the result of or resulting in prideful behavior. To stand up in front of a group and say thank you seemed immodest because acknowledging the praise or even attracting public attention seems like bragging or boasting. She was also uncomfortable about opening the gift in front of the gift giver which is bad mannered in many Southeast Asian cultures.

All of these examples really happened. They are not rare.

Reprinted from Joi Constance Kudirka, "Cross-Cultural Communication in the Workplace: Can We Stay Home Without It?", a paper presented at the 1989 National Alliance of Business Conference in Washington, D.C. on October 3, 1989.

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Meet Your New Work Force

Brenda L. Roth had high hopes for Mary, a white woman she hired last year as a receptionist for the front office at SBE, Inc., a computer-products manufacturer in Concord, Calif.

Mary was "a mature, articulate, educated, well-put-together, handsome woman," recalls Roth, SBE's vice president of administration. Throughout the new recruit's first day, Roth heard she was doing a good job, so at the end of the day, Roth was surprised when Mary, smiling pleasantly, said she was quitting. "I don't like to work with gays, coloreds and boat people, so I won't be back."

"If that's the way you feel," Roth told her, "we don't want you back."

Mary had just discovered that the workplace just isn't what it used to be. Nobody's workplace is.

SBE has a multicultural employee mix and likes it that way. Of its 100 workers, 40 percent are women and 23 percent are minorities-blacks, Hispanics or Asians.

SBE's variety symbolizes what is happening all over the United States: The work force is becoming more and more diverse. White males are already in a new minority of their own, representing 45 percent of America's 117.8 million workers in 1986. Over the next dozen years, their share will decline to 39 percent.

"White males, thought of only a generation ago as the mainstays of the economy, will comprise only 15 percent of the net additions to the labor force between 1985 and 2000," says *Workforce 2000,* a report prepared by the Hudson Institute for the U.S. Department of Labor last year. The rest will be American-born white females, immigrants and a rich mix of native minorities that includes blacks and a wide variety of Hispanics, Asians, American Indians and Pacific Islanders.

Little by little, senior executives and management experts across America are recognizing that these vast demographic shifts demand a new way of running things--an approach often called "managing diversity." This means recognizing that diversity is already a fact of life, learning to understand "culturally different" workers and creating an environment in which they will flourish.

"The company that gets out in front managing diversity, in my opinion, will have a competitive edge," says Xerox Chairman David T. Kearns in a three-part series of training videotapes, "Valuing Diversity," produced by Copeland Griggs Productions of San Francisco.

"We want to attract the very best talent available. And talent is gender-blind and color-blind," says James E. Preston, president and chief operating officer of Avon Products, Inc.

Proponents of the new concept say companies stand to gain a number of advantages when they do a good job of managing diversity. Among them are:

The opportunity to hire and keep the best of the new labor pool. Companies with reputations for being good places for women or minorities to work are sought out by those workers.

Greater innovation. The broader the spectrum of backgrounds in a group, says one executive, the richer the ideas that emerge.

"Without women, *USA Today* would have been '*USA Yesterday,*'" Nancy J. Woodhull, president of Gannett New Media, told participants at a University of Southern California Conference. When *USA Today* was launched, she said, readers liked it immediately because they found it interesting. "The reason we were interesting is that there were a lot of ideas from different people with different points of view in our news meetings every day. There were women; there were minorities; there were young people; there were old people. There were people to went to Harvard. There were people who went to Trenton State in New Jersey."

Better performance among female and minority workers. When only white males have opportunities to attain positions of power in a company, it "diminishes the sense of motivation and commitment of the workers who are underrepresented," says Denise Cavanaugh, an organization-development consultant in Washington.

Ability to make the most of ethnic or international markets. "We are consumer marketers, and the marketplace is very diverse in this country," says Avon's Jim Preston. "Who best understands the needs of Hispanics, Asians and women than Hispanics, Asians and women?"

Procter and Gamble has had great success in recruiting minorities and women, according to Calvin A. Harper, who is black and is an officer in the company. "We're convinced that this diversity in our work force can give us a significant competitive advantage if managed or utilized effectively."

But for many companies, success in meeting affirmative-action goals has created a new problem: retaining women and minorities and moving them up through the ranks.

"We tried everything," says Preston. "We tried mentoring, we tried recruiting at black and other minority universities, we had special internship programs, we had internal tracking. You name it, we tried it all."

The problem, Avon found out, was not getting minorities and women in the door. It was keeping them.

It was a classic example of what R. Roosevelt Thomas, Jr., calls "the frustrating cycle." A company meets its hiring goals for minorities and women, and it develops high expectations that they will work well and move up in the corporation.

"Unfortunately, these expectations are rarely met," says Thomas, director of the American Institute for Managing Diversity, Inc., and Morehouse College, in Atlanta.

"So you have frustration," he continues. "Frustration on the part of people who were recruited because they are not experiencing what they had hoped to have happen, and frustration on the part of managers because they don't understand why these 'right' people aren't moving up the hierarchy and because they are not being given credit for a good-faith effort."

The disappointed minorities or women leave the company. Often, the company will make another recruitment effort, beginning the cycle again.

Avon's Jim Preston and other business leaders find that meeting the challenges of the new work force requires some fundamental changes in corporate culture. Most American businesses have corporate cultures that have "been described and imprinted by white males," he says. "Small wonder, then, that minorities and women have had difficulty over the years in adapting to the climates that exist in these businesses."

Companies can make the culturally different worker feel uncomfortable or alienated by instituting rules that favor traditional white male culture--such as banning corn-row hairstyles popular among black women or setting dress codes that requires white shirts and ties.

At more serious levels, companies often inadvertently prevent the advancement of women and minorities. White males may feel they can take the measure of a white male more easily or feel more comfortable with him, says Denise Cavanaugh. They may fear going out on a limb to promote a woman or a minority employee.

Or they may misinterpret the behavior of people unlike themselves. One of the Copeland Griggs videos demonstrates, for example, a scene in which a white male manager questions the wisdom of giving a promotion to an Asian because the Asian is reluctant to speak of his own personal achievements. In the manager's view, the employee has not shown that he can provide leadership; in the Asian's view, it is inappropriate to toot your own horn.

"Some cultures emphasize working as a team in a group; others emphasize individual pursuits," observes Andrew M. Geller, vice president of the Hay Group, a management consulting company. "Some value consensus-building; others emphasize competition and winners and losers."

The white male system that predominates in American business, many psychologists say, is marked by emphases on objectivity, competition and "getting down to business." "We're trained throughout our education to become critical thinkers and to be hard-nosed and adversarial," says Nancy Rule Goldberger, a co-author of a study called *Women's Ways of Knowing.*

But women tend to gain much of their knowledge subjectively--through intuition, for example. When they get into the business world, they find this kind of knowledge belittled by their male peers. They also are uncomfortable with the adversarial style favored by men. In fact, women and minorities frequently complain of being ignored in business situations even though their ideas may be better than those of their white male colleagues.

Managing diversity means not only tolerating differences but also supporting and nurturing them, says the Hay Group's Geller. One popular assumption has been that women aren't assertive enough and therefore need assertiveness training so that they can be more like men.

"I would prefer to see organizations that instead say there are different ways to make your points around here, and it isn't necessarily by being the most assertive about it," says Geller.

Smaller firms may have the advantage in managing diversity because they are more in touch with their individual workers and are more likely to accommodate their differences.

About 75 percent of the 180 employees at Pace Foods, Inc., in San Antonio are Mexican-Americans. Pace, which makes Pace Picante Sauce, is headed by a white male, President Kit Goldsbury.

Goldsbury has been watching the demographics and knows that, if anything, he can expect still more Mexican-Americans in the company's future. And he's prepared.

"We're a bilingual company," says Goldsbury, who spent much of his youth on a family-owned ranch in Mexico, where he learned Spanish. Publications are printed in two languages, and even meetings are conducted in both Spanish and English.

Pace might have lost a good mechanic had it not been so flexible. One applicant took a company-required test and failed. "We gave it to him again in Spanish, and he scored very, very high," says Goldsbury.

At SBE, where the Asian workers are primarily Filipino, Brenda Roth says, "There was a lot of consciousness-raising when the Philippine government went through a complete change two years ago." The company offered extended leaves of absence to people who wanted to go back to the Philippines to check on their families. Two employees accepted the offer.

SBE is headed by two white males, Thomas C. Andersen, chairman and CEO, and William R. Gage, president. But Roth credits them with creating an environment in which all kinds of people can develop and advance. Roth started as a sales administrator when she was hired five years ago, and she received several promotions before becoming a vice president. One Hispanic and three Asians hold management or supervisory positions. And last year, the company named a woman to its seven-member board of directors.

Does she see the possibility of a minority or a woman ever running the company? "Absolutely," she says.

In large companies, accommodating diversity in corporate culture is a more deliberate process. And one of the best examples of what a large company can do is Avon, with 30,000 employees worldwide.

Four years ago Avon brought in Roosevelt Thomas and a San Francisco consultant, Ron Brown, to help it address its turnover problem. According to Jim Preston, Thomas and Brown first worked with top managers, helping them identify the subtle "negative assumptions" that existed in Avon's culture, such as "Asians generally make good technicians but not good managers," or "blacks inherently aren't as smart as whites." Over the next three years, all of Avon's middle managers were put through seminars that aimed at attacking such biases.

Three years ago Avon also created two positions with the unusual title of "director of multicultural planning," one post for the corporate office and one for the company's beauty-products division, which brings in 92 percent of Avon's $3.2 billion annual revenues.

Daisy Chin-Lor, a Chinese-American born in New York, was moved into the beauty-group post from a marketing job. Top management, she says, wanted someone "who had not only the line-management mentality but could attack this like a business."

One thing that makes Avon's approach unique, says Chin-Lor, who was recently promoted to area director of human resources for continental Europe, is that it ties multicultural planning into its strategic plan.

Representatives of three ethnic networks--black, Asian and Hispanic--meet regularly with Preston and Avon's chairman, Hicks B. Waldron. Once, the minority delegation said Avon's process for selecting people for promotion left too much to the whims of a few people in upper management. In response, Avon last year improved its system of tracking employee skills. When an opening occurs, the candidate slating is done not by line management but by the human-resources department.

Says Preston: "We insist that there be a representation of women and minorities on every slate, and if there is none, we won't look at it until there is one or they tell us that for this particular position there just are no minorities. But we challenge it each time."

Although Preston says Avon is still "far from perfect," its approach is beginning to pay off. The company has increased the number of minorities at the director level from 15 to 22 since 1986. Over 60 percent of its managers are women, and 13 women hold senior management positions.

A company still has a choice. "A uniform set of expectations and rewards makes sense when you've got a fairly uniform work force," says Andrew Geller. Senior management can still insist on uniformity even in a diverse work force. Both diversity and uniformity, he says, are "viable alternatives."

Large or small, if your company chooses the approach of managing diversity, here are some of the measures you can take:

- Aim for an environment where no one has an advantage or a disadvantage because of race, sex, ethnic origin or creed. This includes white males, says Roosevelt Thomas.

- Identify the elements in your corporate culture that prevent you from retaining good minority and female employees. You may find prejudices that serve as deterrents, or that some of your systems, like Avon's promotion system, need to be altered.

- Couple awareness or sensitivity training with action. Accepting and valuing diversity is a formal goal of the Hoechst Celanese Chemical Group in Dallas, and its managers are put through training to make them aware of prejudices. But, says the group's human-resource manager, R.W. (Bob) Swanbeck, they are also rated on how well they meet employee equality objectives as part of their performance appraisals.

- Take on some of the burden of adjustment. When you expect minorities and women to do all the adapting to your culture, you sap them of the energy that could otherwise go into their work. Pace Foods not only offers classes in English to its Hispanic workers, but also provides Spanish lessons for its English-speaking employees.

- Help minorities and women fit in and advance. Make sure they understand the unwritten rules of your organization. Look for development opportunities for them. Some companies this year, for example, will be sending promising women managers to one of six four-day seminars called "Executive Women Workshop: Development for Women as Leaders." They are sponsored by the Center for Creative Leadership of Greensboro, N.C.

Does managing diversity well really help the bottom line? It's too soon to tell, but Brenda Roth says SBE's diverse work force has helped the company grow from 17 employees in 1982 to its present 100 employees and $9 million in annual sales. And Preston says that sales and profits for the Avon beauty group have been "straight up" during the past 2 1/2 years.

When it comes to valuing diversity, Preston is a true believer. Instead of thinking of the United States as a melting pot, he says, "I'd rather view it as a mosaic--composed of many cultures, many races, many colors, many religions. We all have to recognize that America's greatness is a result of the fact that we are this beautiful mosaic, the only one in the world."

Reprinted from Sharon Nelton, "Meet Your New Work Force," *Nation's Business,* July 1988, Vol. 76, No. 7 by permission of *Nation's Business*.

Fact Sheet
Women, Work and the Future: Workforce 2000

From 1989 through the year 2000, two out of three new entrants to the labor force will be women.

By 2000, it is projected that 80% of women ages 25-54 will be in the work force. Women will comprise nearly half (47%) of the paid labor force, compared with 39% in 1972.

Between now and 2000:

- the number of Hispanic women in the labor force will increase dramatically, by 85% (from 3.1 million to 5.8 million women).
- Black women will increase their number in the labor force by 33%, to make up 6.1% of the total labor force.
- 1 in 10 new women entrants to the labor force will be Asian, American Indian and Alaskan native women.

In 1988, two-thirds of all women with children under 18 were in the labor force.

- More than half (51%) of mothers of infants are returning to work within the baby's first year.
- 53% of mothers with children under age 3 are in the labor force.
- 25% of mothers of pre-schoolers who are not in the paid work force say they would work if they had access to safe and affordable day care.

Nearly 90% of jobs created between now and the year 2000 will be in the service sector.

- The low-wage, sex-segregated "pink collar ghetto" in which the majority of women work will be reinforced by the shift to a service sector economy.
- 5 of the 11 occupations projected to create the largest number of new jobs over the next decade are now female-dominated occupations, with median weekly wages below the poverty level.

(Note: 1987 poverty-level income for a family of 4 was $11,611 or approximately $223 per week.)

Occupation	# jobs to be created 1986-2000	1987 % Female	1987 median weekly females wages
Retail Sales	1,200,000	68.5	$192
Waitress	752,000	85.1	$178
Cashier	575,000	83.0	$183
Food Worker	449,000	78.5	$149
Nursing Aide	443,000	90.4	$212

Part-time or temporary employment will comprise an increasing share of available jobs.

- More than 25% of women workers work part-time; part-time workers average only 59% of the hourly earnings of full-time workers.
- 62% of temporary workers are women.
- Part-time and temporary jobs typically provide few or no benefits, limited job security, lower wages and few opportunities for advancement.

Sources for this fact sheet:
Hudson Institute, Workforce 2000
Bureau of Labor Statistics
Census Bureau
U.S. Department of Labor
U.S. Department of Education
U.S. Senate Budget Committee
American Society for Training and Development
Project on the Status and Education of Women
(Association of American Colleges)

Reprinted from the National Commission on Working Women of Wider Opportunities for Women,
1325 G St., NW, Lower Level, Washington, D.C. 20005.

Activity: Know How It Feels

Objective: To become familiar with how it feels to be "different."

Ask participants to think about times in their lives when they felt "different." Allow five or ten minutes to recall and reflect on an incident or time period where they felt like they were not like the others. You might ask them to write down their experience in order to help them feel again what it was like.

Then ask them to get up and walk around the room, introducing themselves with one-word descriptions of how they felt when they were "different."

Instead of saying, "My name is Jane Doe," one might say, "Hello, my name is Awkward." That description reflects what it felt like to be different. Others describe themselves as afraid, embarrassed, angry, frustrated, uncomfortable, scared, and lost. Occasionally, someone shares a positive description such as "unique."

After everyone is introduced (about ten minutes), lead a discussion. what words were most commonly used? Why? How did it feel to *hear* the descriptions? How did it feel to *say* your description?

How many positive descriptions of being different were used? Why? How many negative descriptions were used? Why?

How can we begin to think about differences in positive ways?

By Margaret A. Nash, Center on Education and Work, based on materials from Steve Hanamura, "Working With People Who Are Different," ©June 1989, *Training and Development,* American Society for Training and Development.

18.03 Activity

Finding Common Ground

Finding common ground means being able to identify similar characteristics facing all people who are "different." It is impossible to learn everything there is to know about every group of people. However, a particular frame of reference may help participants embrace all difference in ways that provide opportunities to bring out the commonality of difference with all groups of people. After all, most of us want similar things such as success, love, and family.

Common challenges for people who are different include language, energy, and socialization.

Language

Someone who comes to the United States from a different country may have the obvious problem of not being able to speak English. But an individual who has worked in an educational setting could have a similar problem if she were to move into the corporate area. The "language" or vocabulary of that environment--the spoken and unspoken norms-would be foreign to the person. It is a matter of learning how to translate knowledge from one culture to another.

Energy

Look at the extra energy used by a person who is different. If you are a "normal," able-bodied person, imagine the process you go through to get ready for work each day (getting dressed, making breakfast, and taking the necessary steps to transport yourself to your job). Then add in the differences you would have to contend with if you had a physical disability. Include the social concerns and reactions of others.

An individual with a disability works toward company objectives, but he or she needs extra planning to get to the job, must contend with the uncertainty of colleagues regarding how to be helpful, and must deal with coworkers' curiosity. The person who is different uses extra energy to be like his or her colleagues, but still feels different.

Socialization

An engineering company told about an employee from southeast Asia who did not understand that it was all right to converse with coworkers while on the job. Each time the supervisor said "good morning," the employee thought that it meant he was not working hard enough. Hearing-impaired employees may observe two people talking together in the lunchroom and think they are talking or laughing about them.

The employee from southeast Asia and the hearing-impaired employees are not familiar with the social aspects of work. The question for managers to ask themselves is, "How do those characteristics affect productivity and the bottom line?"

Employees who are different and new to the workplace must understand the importance of planning efficiently, anticipating uncertainty of social norms, and completing job-related tasks on time. When dealing with a performance problem, the key is to be firm with consistent performance expectations, but sensitive to individual differences.

What you can do

Participants need to develop strategies to increase effectiveness in working with people who are "different." Be clear about the definition of "normal," about formal and informal norms, and about the kinds of difference that need to be addressed. Consider those issues individually and systemically. The steps to increasing effectiveness are easy to define but hard to implement.

- Talk with someone who can help you understand the barriers you are up against when working with an individual who is "different." Then go to the person who is different and say something like, "I want you to know that I have never worked with someone who has your disability. I hope it is all right if I ask you how to be helpful. That will help me in giving assignments, and improve the working of our entire team."

- Read about the group of people you would like to learn more about. Articles on women, blacks, and other groups should be included in your reading material for professional development.

- Get help from community resources or agencies versed in the area that you want to learn more about. Most groups of "different" people have organizations that serve as support networks. Employers would like to have central locations where information could be obtained about all groups, but most groups like to maintain a sense of identity. They believe that if they joined with other groups, their own individuality would be lost. For example, people of color may find it hard to affiliate with a group for people with disabilities, for fear that the issues most pertinent to their own group would not be addressed.

  An organization concerned with productivity must exercise judgment about contacting an individual group, as opposed to relating to all different groups using a common frame of reference.

- Simulate an experience outside the realm of what you typically do, and record how you feel in the simulation. That will help you understand, accept, work with, and value situations and people who are different.

  For a class experiment, a graduate student had to explore something in her life that was a barrier for her. She chose to attend a church service. As a child, she had felt stifled by her church experience. As a young adult, the memories were getting in the way of her understanding how someone from the Christian faith could be in the same graduate program as she. Attending church as an adult allowed her to revisit her feelings and expand her understanding that she didn't have to go back to her old beliefs. At the same time, it helped her accept that

Christianity could be important to others.

Issues of religious preference may affect the workplace when work assignments are given, especially on certain holidays. What happens when an employee requests a specific day off to observe a religious holiday not listed in the company manual? Valuing difference will allow you to understand the employee's position in relation to company policy or to the request of another employee.

- Consider yourself both a teacher and learner; be clear about what you do not know. If work with an individual reveals that a policy change is warranted, change it. If not, take steps to help the person understand what is expected. Some people in positions of authority confuse valuing or working with people who are different with giving away power. The truth is, working with people who are different will provide an opportunity to increase the economic base through the sharing of talents and gifts from different perspectives.

  A manager noted that a person from a different country was late four days in a row. Instead of making judgmental statements, he merely asked what was happening. The employee replied, "The bus left me." The manager's reply was, "Try not to let the bus leave you tomorrow." From the employee's cultural perspective, the object created the problem; his view of time is that the task or expected functions of the job will still be completed. The manager's sensitivity to the individual allowed for the relationship to remain intact, but still conveyed the idea that it is important to be at work on time.

- Do not allow the person or group who is "different" to intimidate you. Get advice from others if you are not sure what to do. Managers of physically disabled employees report difficulty in disciplining them for fear of hurting their feelings. An assumption is made that people with physical disabilities cannot handle feedback.

  The objective is to create a climate where a message of productivity and performance prevails. If personnel policies dictate that a particular group of people must remain on the job because of their ethnicity, a manager may believe that his or her hands are tied and preferential treatment is required. A balance of sensitivity and performance needs to be maintained.

- Examine a previous situation in which you were successful in working with someone who was "different." How might that experience apply in your current situation?

- Develop an action plan and make it happen. Be aware of timing and the political climate in striving for effectiveness in working with people who are different.

Basic Assumptions

It may be helpful to work from three basic assumptions:

- We are more alike than we are different. That simply means that even though we are different, our likeness comes in the pursuit of such goals as success, productivity, and teamwork.
- Each person has something unique to offer the workplace. The positive descriptions of what it feels like to be different should be promoted to help that assumption become reality. Remember, oneness does not mean sameness.
- Celebrate the differences in others. Celebration can only enhance productivity and profitability in the workplace.

The Chinese have a two-pronged definition for the word "crisis." It can mean either danger or opportunity. We are not in danger, but we have a wealth of opportunity to serve others. Working with people who are different provides those opportunities.

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Three Basic Assumptions

- We are more alike than we are different
- Each person has something unique to offer the workplace
- Celebrate differences in others

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18.03 Overhead

Class Discussion: Combatting Career Stereotypes

Directions: On a blackboard or flipchart, write the following lists of vocations and identities. Then randomly match vocations with identities and have the group discuss the stereotypes that the person (for example, an African American woman welder) might face at work and in social circles.

Vocations

Carpenter

Welder

Lawyer

Medical Technician

Doctor

Newspaper reporter

Supervisor of a large company

Owner of a bookstore

Bus driver

Construction worker

Marine biologist

TV repairperson

Farmer

Corporate executive

Airplane pilot

Firefighter

Security guard

Identities

African American woman

American Indian woman

White (Anglo) American woman

Asian American woman

Hispanic American woman

Any woman

Sarah Hendon, Center on Education and Work, University of Wisconsin, 1994.

18.03 Activity

Class Discussion: Combatting Personal Stereotypes

Directions: On a blackboard or flipchart, list the following biased statements in one column and the identities in another. Then randomly match statements with identities and ask the group to argue against or disprove the biased statements. The group will also discuss ways in which these statements are damaging. As a follow-up exercise, group members may find an example of women who disprove these stereotypes and share these women's stories with the class. They may look within their own communities, in newspapers, or in books. Instructors should be prepared with their own examples of women who disprove the biased statements.

Biased Statements

They're lazy and stupid.
They can't (or won't) do manual labor.
They are selfish and greedy.
They are submissive to men.
They're not smart enough to do technical jobs.
They only like to do "drudge work."
They dominate their husbands and boyfriends.
They are too competitive with other women.
They can't do math.
They are too passive to get good jobs.
They would rather be on welfare than work.
They would rather stay at home than work.
They can't save their money.
They're spoiled and lazy.

Identities

African American women

American Indian women

White (Anglo) American women

Asian American women

Hispanic American women

All women

Questions for Discussion

How do these kinds of biased statements affect women's self worth?

How do these kinds of biases affect women's employment opportunities?

What are some ways to combat bias and stereotyping?

How would you respond to someone who said, "________ women are lazy and stupid"?

Sarah Hendon, Center on Education and Work, University of Wisconsin-Madison, 1994.

18.03 Activity

Family Influence on Racial Attitudes

This exercise helps you explore attitudes about race and how they may have originated in your family.

Goals

1. To help you explore early family influence on your attitudes about race
2. To help examine the relevance of these attitudes to your current life

Directions

A. Complete the sentences. Use a specific racial or cultural group (for example, Blacks, Chicanos, Italians, Jews).

   1. When I was growing up, __________________ were seen as

   2. I recall that in my family __________________ were talked about as

   3. The amount of actual contact my family had with __________________ was

   4. As an adult my views about __________________ are (similar) (different) from those of my family in the following ways:

   5. My children will learn that __________________ are

B. Discuss your answers in small groups. What conclusions can you reach?

Reprinted from N. Colangelo, D. Dustin, and C. Foxley, *The Human Relations Experience: Exercises in Multicultural Nonsexist Education*, 1982, by permission of Brooks/Cole Publishing Company, Pacific Grove, California.

18.03 Activity

Similarities and Differences

Understanding of various cultures can be improved by stressing similarities and differences.

Goals

1. To help you better define what similarities and differences you have with others
2. To help you realize that people, no matter how different they seem, have some similarities to others
3. To help you recognize that differences do not necessarily hamper communication or understanding

Directions

A. Work in pairs.

B. Share some information about yourself.

C. List those things you two see as differences.

D. List things that are similar.

Discussion

1. From what has been listed you should choose differences and similarities that you consider most important. What conclusions can be drawn from these?
2. You should discuss what attributes could foster communication and which could hamper it. What could be done to overcome the attributes that hamper communication?

Adapted from N. Colangelo, D. Dustin, and C. Foxley, *The Human Relations Experience: Exercises in Multicultural Nonsexist Education,* 1982, by permission of Brooks/Cole Publishing, Pacific Grove, California.

18.03 Activity

Television Shows

This exercise is designed to examine the kinds of messages television gives regarding various cultures.

Goals

1. To examine typical television shows in terms of ethnic and cultural portrayals.
2. To examine patterns in television entertainment regarding ethnic groups and cultures.

Directions

A. Each of you is to watch a night of television broadcasts. It would be most beneficial if the class can decide who will watch which stations and which nights, so that over a week's time all nights and stations are covered.

B. After your observations answer the following:
   1. In the shows you watched, what ethnic groups were featured?

   2. What kinds of shows featured particular ethnic groups (for example, comedy, variety, talk shows, police, dramas, specials)?

   3. Based on your observations of television shows, what statements can you make concerning various racial and cultural groups you observed?

Discussion

1. To what extent is television accurate in portraying the truth about various ethnic groups?
2. What evidence could be cited to verify the accuracy or inaccuracy?

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18.03 Activity

Accepting Others

Most of us are more comfortable with some types of differences than we are with other types.

Goals

1. To help you delineate your comfort with and acceptance of various groups
2. To help you explore your reasons for accepting some and not others

Directions

A. Circle the number from the Comfort/Acceptance Scale that best describes your feelings and attitudes regarding each of the 30 items listed in the Accepting Others form.

Comfort/Acceptance Scale

1-very comfortable/accepting
2-fairly comfortable/accepting
3-neutral/no opinion
4-fairly uncomfortable/unaccepting
5-very uncomfortable/unaccepting

B. Discuss your complete forms in small groups.

Discussion

1. Which groups do you find acceptable and which not? What are you reasons for accepting or not accepting? Do you see patterns in your responses? In the responses of the small group?

2. What conclusions can you draw based on this exercise?

3. What have you learned about yourself from this exercise?

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Comfort/Acceptance Scale

Group	I Am Comfortable/ Accepting			I Am Not Comfortable/ Not Accepting	
1. Neo-Nazi	1	2	3	4	5
2. Chicano	1	2	3	4	5
3. Afro-American	1	2	3	4	5
4. Wife abuser	1	2	3	4	5
5. Senile elderly person	1	2	3	4	5
6. Mentally retarded person	1	2	3	4	5
7. Catholic	1	2	3	4	5
8. Jew	1	2	3	4	5
9. Black Muslim	1	2	3	4	5
10. Italian	1	2	3	4	5
11. Prostitute	1	2	3	4	5
12. Homosexual	1	2	3	4	5
13. Drug pusher	1	2	3	4	5
14. Ex-convict	1	2	3	4	5
15. Ku Klux Klansman	1	2	3	4	5
16. Paraplegic	1	2	3	4	5
17. "Moonie"	1	2	3	4	5
18. Atheist	1	2	3	4	5
19. Iranian	1	2	3	4	5
20. Communist	1	2	3	4	5
21. Oriental-American	1	2	3	4	5
22. Overweight person	1	2	3	4	5
23. Genius	1	2	3	4	5
24. Alcoholic	1	2	3	4	5
25. Convicted rapist	1	2	3	4	5
26. Native American	1	2	3	4	5
27. Irish person	1	2	3	4	5
28. Millionaire	1	2	3	4	5
29. Cuban	1	2	3	4	5
30. Radical feminist	1	2	3	4	5

Racial and Cultural Stereotypes

Almost every race or culture is subjected to debilitating stereotypes. This exercise encourages thinking about the effects of these stereotypes as well as the feelings of individuals who are subject to them.

Goals

1. To recognize that various racial and cultural groups are subject to stereotypes
2. To attempt to understand the feelings of individuals subject to these stereotypes
3. To encourage you to examine the feelings you would have if you were subjected to stereotypes

Directions

A. Fill out the Racial and Cultural Groups form. (Add others that are appropriate to your specific region.)

B. Think of one (or more) stereotype that you would resent were you a member of this race or culture.

C. Describe how you would react to this stereotype.

D. In small groups discuss your responses.

Discussion

1. What patterns emerged about the kinds of stereotypes people would resent?
2. What reactions and feelings did people have about being subjected to such stereotypes?
3. What insight do you have into the feelings of members of particular racial or cultural groups who are subject to these stereotypes?

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18.03 Activity

Racial or Cultural Group	Stereotype(s) That I Would Resent If I Were a Member of This Group	My Reactions and Feelings about Being Subjected to This Stereotype(s)
1. African-American		
2. Puerto Rican		
3. Chicano		
4. Anglo-American		
5. Italian		
6. Irish		
7. Jewish		
8. Native American		
9. Amish		
10. Polish		
11. Chinese		
12. German		
13. Others (name)		

Perceptions of Differences

What if you suddenly had a different identity? How might your friends and family react to you if you were a member of a special population? This exercise leads you to explore these questions.

Goals

1. To increase your self-awareness
2. To stimulate you to consider what belonging to a different population would be like
3. To encourage you to discuss how you are perceived by a friend or family member

Directions

A. Assume a new identity. Have a different sex, age, race, or ability level.

____
(New Identity)

B. Think about how people who know you would react to you in your new identity. What would their reactions be?

1. Family

2. Friends

3. Teachers

4. Students

5. Employer

6. Other

C. As you review your responses to B, what insights do you have about these individuals and their attitudes?

D. Select a member from one of the above categories--for example, a family member. Explain the exercise and tell him or her the reactions you assumed he or she would have.

E. Explore with this person how accurate or inaccurate your assumptions were.

F. As a total group, discuss your own reflections about this exercise.